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MAIN BUILDING.

TWENTY-SEVENTH

Annual Catalog

OF THE

Southern Illinois

State Normal University

Carbondale.

1901-1902

PUBLISHED BY THE UNIVERSITY

BLOOMINGTON, ILL.
PANTAGRAPH PRINTING AND STATIONERY CO.
1901.

TRUSTEES.

Hon. S. P. Wheeler, President, Springfield.

E. J. Ingersoll, Secretary, Carbondale.

F. C. Vandervort, M. D., Bloomington.

Gen. J. S. Martin, Salem.

H. H. Beckemeyer, Buxton.

Hon. Alfred Bayliss, Ex-Officio, Springfield.

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1900-02

FACULTY.*

DANIEL BALDWIN PARKINSON, M. A., PH. D., PRESIDENT.
Psychology.
MARTHA BUCK,
English Grammar.
GEORGE HAZEN FRENCH, M. A.,
Curator of Museum, Physiology and Natural History.
MATILDA FINLEY SALTER,
Drawing.
GEORGE WASHINGTON SMITH, M. A., SECRETARY OF FACULTY,
Civics, Geography and History.
SAMUEL ERNEST HARWOOD, M. A.,
Methods in Arithmetic and Higher Mathematics.
CALROS EBEN ALLEN, B. A.,
Latin, Greek and German.
HENRY WILLIAM SHRYOCK, PH. B., VICE-PRESIDENT AND REGISTRAR,
Reading, Elocution, Rhetoric and English Literature.
JAMES KIRK, M. A., SUPERINTENDENT TRAINING DEPARTMENT,
Pedagogy and School Law.
ADDA PATTERSON WERTZ, CRITIC TEACHER,
Intermediate Department.
WASHINGTON BEATY DAVIS, M. A.,
Physical Sciences.
FRANK HALL COLYER, B. A.,
Instructor in History, Geography and Spelling.
MINNIE JANE FRYAR,
Instructor in Reading, Literature and Writing.
JOEL MORGAN BOWLBY.
Instructor in Arithmetic, Book-Keeping.
MABEL KATHERINE PETERS,
Instructor in Ninth Grade.
JOHN MARTIN PIERCE, M. A.,
Director of Physical Training, German.
LEOTA KEESEE,
Vocal and Instrumental Music.
JACOB TAYLOR ELLIS, CRITIC TEACHER,
Grammar Department, Principal High School.
AMANDA ESTHER WILSON, CRITIC TEACHER,
Primary Department.
BESSIE MILNER THOMPSON,
Librarian.
AUGUSTA McKINNEY,
Stenographer and Clerical Assistant.

*The names of the faculty appear in the order of their election.

C1085

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CALENDAR, 1901-1902.

1901

JULY

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1902

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OCTOBER

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NOVEMBER

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DECEMBER

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◆ *Opening day of term.* ● *Closing day of term.*
△ *Thanksgiving Interim.*

HISTORY.

An act of the General Assembly of the State of Illinois, approved April 20, 1869, provided for the establishment of this Normal School. By this act it was ordered that five trustees should be appointed by the Governor of the State, who should fix the location, erect the building, and employ teachers for the school. The trustees located the school in the town of Carbondale, on a lot of twenty acres, three-fourths of a mile south of the station of the Illinois Central Railroad. The corner-stone was laid on the 17th day of May, 1870, with impressive ceremonies by the Masonic fraternity. The building was finished in time to be dedicated July 1, 1874; the first faculty commenced the work of instruction in the new building July 2, 1874, at which time a summer session of four weeks was opened, with fifty-three pupils attending.

On the sixth day of September, 1874, the regular work of the Normal University commenced.

On the afternoon of November 26, 1883, at 3 o'clock, this beautiful building was discovered to be on fire; and before 5 o'clock P. M., despite the efforts of faculty, students, and citizens of Carbondale, the entire building was in ruins. By the heroic labors of students, teachers and citizens, the large library was saved, and most of the furniture; also the philosophical and chemical apparatus.

The citizens kindly offered the use of rooms in some of the business blocks, which the trustees accepted, and the school went on with regular recitation work, with an actual loss of less than two days. In the meantime, a plan was proposed for

a temporary school building, and in less than sixty days a building was completed containing fourteen rooms, and the Normal School began its wonted duties in this, its temporary home.

The General Assembly, by an act approved June 27, 1885, appropriated $152,065 to replace the first building, then lying in ruins.

The present building is a magnificent structure in many respects superior to the one destroyed by fire. It was dedicated Thursday, February 24, 1887, and occupied by the school on the following Monday.

AIMS.

Educational institutions may be divided according to their aims into four classes:

First: The public schools, whose aim is the promotion of good citizenship by securing to all the people the intelligence, morality, and patriotism which are essential to the existence and progress of the state. Second: Colleges and universities whose object is the general and full development implied in complete manhood and in the best preparation for professional life. Third: Professional and polytechnic schools, in which the student is helped in his preparation for his chosen life-work. Fourth: Such institutions as the Royal Society of Great Britain, the Sorbonne of France, and our own Smithsonian Institute, which have for their special object the advancement of science and art. This Normal University belongs to the third class; it aims to give the best mental and professional equipment for teaching.

The State Normal school holds an important relation to the system of public schools. It helps to create and sustain a

high standard of educational work. It serves as a driving force and a balance wheel to the whole system. Sanctioned and supported by the state, it can institute those investigations and experiments which result in so much good to all the schools. It brings school facilities within the reach of many who otherwise would be uneducated and enables them to repay the state by teaching in the public schools. If the state needs a great university which shall be a center of educational forces, if an agricultural college should be sustained on account of the importance of agriculture, much more, and for similar reasons, should the normal university receive the care and the benefactions of the state. Man is more than all things else, and whatever contributes to his better development is of the highest use.

If the graduates of this university shall take high rank as superintendents, principals, and teachers in public schools, they must possess two elements of success, a full development of mental power and a thorough mastery of the sciences involved; and a thorough training in methods of instruction and school management. If we should neglect the former, our graduates would be supplanted by those of other schools; and if we fail in the latter, there would be no good reason for our existence. Hence we aim, First, to insure a broad and thorough culture; and, Second, to give special prominence to the professional work peculiar to a normal school.

GENERAL INFORMATION.

Location, Etc.

Carbondale is a city of about 4,000 inhabitants, healthful and beautiful, with a refined and cultured people. It is easy of access, and offers inducements for board and social advantages beyond most places. It has, perhaps, fewer temptations to idleness and dissipation, and combines religious and educational privileges in a degree greater than the average of towns and cities. Parents may be assured that their children will be as safe as in any school away from home, and students may come here and be certain that economy and industry will be respected and honored by all. The Illinois Central Railroad affords ample facilities for convenient access, three of its branches passing through Carbondale.

University Calendar.

Fall Term begins Tuesday, September 10, and closes Thursday, December 19, 1901.

Winter Term begins Thursday, January 3, and closes Thursday, March 20, 1902.

Spring Term begins Tuesday, March 25, and closes Thursday, June 12, 1902.

Length of Terms: Fall, 15 weeks; Winter, 12; Spring 12.

Closing Examinations for 1901 begin June 10; for 1902; June 9.

Commencement for 1901, June 13; for 1902, June 12.

Terms of Admission.

All applicants for admission must present evidence of good moral character; and, to secure free tuition, they must agree to teach in the public schools of the state for a time not less than that covered by their attendance on the school; this agreement to be void, however, if engagement to teach cannot be secured by reasonable effort. In case of a permanent change in plan, the individual is expected to pay to the registrar of the institution the balance due, which is the difference between the regular tuition for the entire time and the incidental fees paid in.

To be admitted to the Normal department proper of the University, students must have completed their sixteenth year, and must be able to pass an examination equivalent to the requirements for a second-grade certificate, in counties where the standard is high. The evidence of ability to pass such examination will be a diploma from a reputable high school, a certificate to teach, the result of an entrance examination, or the completion of our Sub-Normal course. Persons sixteen years old and over, unable to pass this examination, may be admitted to the Sub-Normal department.

To be admitted to the Sub-Normal department the applicant must have completed the work of the eighth grade of the public schools of Illinois or an equivalent. Evidence that he has done this work will be a certificate stating that he has passed the "final" examination provided by the county superintendent, or an examination here. If under sixteen years of age, he will not be required to give a pledge to teach, nor will he receive free tuition.

The Practice School receives children of suitable age and health who live with their parents, or are provided with good home care. Tuition is free for the first three grades.

Graduates of accredited high schools having a strong four-year course will receive twenty-four credits; from accredited

high schools having a strong three-year course will receive twelve credits.

Reasonable credit will be given for work done in other schools, provided satisfactory evidence is presented.

The entrance examinations in the common school branches will cover about the same ground and require about the same accuracy as in county examinations.

Those who fulfill other conditions and have an average grade of eighty-five or more are placed in the Normal department; those whose grades are seventy or above and less than eighty-five, are entered in the Sub-Normal classes; but those who fall below seventy will not be admitted unless their ages would locate them in the Practice school.

Applicants for admission should bring certificates of examination, or diplomas which they may have; or in the absence of these, letters of recommendation as to moral character, etc. It is well for young people to know that some one stands behind them vouching for their conduct.

Expenses.

TUITION.

To those who sign the pledge to teach, tuition is gratuitous; but the law of the institution requires that there shall be a fee charged for incidentals. At present this fee is $3 for the term of fifteen weeks, and $2 per term of twelve weeks. The rates of tuition in the different schools are as follows:

	Fall Term.	Winter Term.	Spring Term.
Normal Courses	$9 00	$6 00	$6 00
Sub-Normal Course	6 00	4 00	4 00
Practice School	4 00	3 00	3 00

The first three grades are admitted without tuition.

The tuition in the High School is the same as in the regular Normal courses.

BOARDING.

Board can be had in good families in Carbondale at rates varying from $2.75 to $3.50 per week; and by self-boarding, or by boarding in clubs, the cost may be reduced to $2.25 per week. Two clubs are in successful operation. The whole expense of boarding and tuition may be reduced to less than $100 per year.

BOOKS.

Books are sold at the book stores of Carbondale at reasonable prices. The institution does not deal in text-books. Students should bring what text-books they have with them. It may save considerable expense.

Physical Training.

It is desired that all students take the physical training, both as a matter of culture and as a means of health. Students in the Sub-Normal department are required to make one passing grade in physical training; and in order to graduation in any of the Normal courses of study, three passing grades are required in addition to that in the sub-normal course. No student will be excused from these requirements except on a certificate of a regular physician or by the President, and on account of physical disability or some other reasonable cause. Physical training is a part of every course of study and is to be taken at the time designated in each course. If the student is irregular, he must, in this case as others, take the earlier work first.

Spelling.

All Sub-Normal students are required to enter the class in Spelling and remain in the class until their proficiency will

justify their discharge. Any student of the Normal classes who shall misspell five words in any written exercise submitted to a teacher, will also be assigned to this class. The spelling is conducted by dictation, writing, and defining.

English Composition.

All first-year Normal students are required to take English Composition once a week through the school year. Physical training will be omitted on Wednesday of each week and English Composition will take its place on that day. A class is organized in the spring term which meets three days per week and does the same work as the regular class does throughout the year.

Instrumental Music.

This department was created a few years since. A superior piano was purchased and the work put in the hands of a special instructor. Tuition for special students in music, two lessons per week for the fall term, $9. For each of the other terms, $7.50. To students taking other work in the school the tuition is one-half of the above rate.

Diplomas.

Diplomas are granted to those who complete one of the prescribed courses of study.

Discipline.

Progress in all government has been toward self-government; this is by self-activity and self-control, not by repression from others. Poor teaching requires much discipline. In a typical Normal school, discipline is at a minimum because the students are there for a purpose which they appreciate.

Museum.

The museum is located in the northeast corner of the new building on the second floor in a room 50 by 60 feet, where are cabinets and natural history material for the use of the school. Great care has been given to the selection of this illustrative material, which is of great value to those studying Natural History.

The department of geology contains a collection of minerals representing the different geological ages or periods, and these periods are fairly represented by fossils. Many of the specimens have one face polished. There is a large series of typical minerals, besides the working material for laboratory use; and one case contains representative gold and silver ores from about one hundred and fifty mines in central Colorado.

The herbarium contains several thousand specimens of mounted plants, both foreign and domestic. A large number of the foreign species are the typical Linnean species.

The insect cabinet contains several thousand species, representing all the orders of insects. In Lepidoptera, beside the regular cabinet series of specimens, there are several hundred butterflies and moths in the new Denton Butterfly Tablets, put up in this way for class use.

The vertebrates are represented by a large collection of mounted birds and mammals, and some reptiles and fishes. Most of the fishes, reptiles, and batrachians are in alcohol.

The cabinet of shells contains more than eight hundred species, represented by several thousand specimens.

Besides the above, there is a large series of archeological specimens, illustrating the arts of the original inhabitants of this country.

Last spring term five new cases for the museum were purchased for the better display our collections. A number of new mounted birds and mammals were added to our list; and

during this year additions have been made to the series of alcoholic specimens. These include a number of typical fishes and material for illustration in biological work.

Illustrative Apparatus.

The educational value of seeing things is beyond estimate. In many phases of mental growth, there is need of a combination of sense with reason that the best results may be secured. To obtain this combination, apparatus for illustration is of great value; apparatus for determination of principles adds much to a subject; apparatus for demonstration of physical laws is invaluable.

Through the liberality of the General Assembly ample funds have been appropriated, which have been wisely expended by the Board of Trustees.

The Chemical department possesses a complete outfit for qualitative work of all kinds. The supply of water, gas, sinks, Bunsen burners, etc., is ample and each work-table has four complete sets of reagent bottles, ring stands, test tubes and racks and other material. The individual hoods at each work table are connected with the general hood, thus preventing the collection of fumes and of noxious gases.

A large collection of minerals and named specimens helps students to master forms, names and composition of minerals, fossils, and other data connected with Geology and Mineralogy.

An excellent refracting telescope—made by Clark & Sons—with a five-inch object glass adds to the interest of Astronomy. The institution also has a collection of astronomical charts.

For work in Physics there is a large collection of accurate apparatus for the study of mass, molecular and ether physics. This is used by the students who demonstrate principles and laws for themselves. During the last two years the Board has provided a fine equipment for working in wood and

metal. Cabinet work-benches, large and small vises, tools of all sorts have been purchased. The lathe has been fully equipped for work in wood and in metal. Crude material is put into the hands of the students and they construct apparatus which belongs to them.

Thus the institution plans to send out teachers who may be competent to teach scientific truths, and may be prepared to utilize local opportunities to make apparatus to illustrate the truths taught.

The mathematical department is well equipped with units of measure for teaching denominate numbers, blocks for mensuration, a surveyor's transit and compass which the classes in trigonometry and surveying are required to use freely.

The instruction in geography has been materially aided recently by the purchase of a full set of large relief maps, which added to the former supply of such material, makes the equipment very complete.

The department of history has received its share of facilities for illustration, such as globes, maps, a case of historical relics, souvenirs of travel, and recently by the purchase of many historic stereopticon views.

Library and Works of Reference.

The University has several complete sets of books of reference—cyclopedias, biographical and pronouncing dictionaries, gazeteers, atlases, etc., which are placed in the Assembly Hall, and in the several recitation rooms, so that the students may consult them to the best advantage.

The library proper occupies a spacious room 50 by 60; it is well furnished, and is open all of each school day, and from eight to twelve on Saturdays. It is constantly in the care of a skillful librarian. The library contains now over 15,000 volumes, including a professional library for teachers rarely

equaled in an institution of this kind. The reading room in connection with the library is an invaluable adjunct. Nearly two hundred dollars are expended annually for current literature. The best of this is bound each year at an expense of nearly one hundred dollars. By the use of Poole's Index the magazine articles are readily found. The general library is catalogued by the "Dewey system."

Literary Societies.

There are two literary societies. They meet on Friday evening. These afford one of the best means of culture, discipline, and instruction in the conduct of parliamentary business. They have elegant rooms, admirably fitted and furnished. The programs of these organizations represent the energy of students, and show their devotion to the practical preparation for the public duties of life.

Christian Associations.

The Young Men's Christian Association and the Young Women's Christian Association each has a well conducted organization, which meets weekly in a room fitted for their use. Their committees look after new students upon their arrival and those who may be sick while attending school, and in many ways minister to the wants of their fellow students. Several classes in Bible study are organized by these societies. The state college secretaries of each of these pays them a visit twice a year for conference and direction. New students upon their arrival may recognize the representatives of these associations by the special badges which indicate their service.

DEPARTMENTS AND COURSES OF STUDY.

There are four departments: the Normal, the Sub-Normal, the Practice School, and the High School.

The Normal Department.

This department gives thorough instruction in the elementary and higher portions of the school course of study, and, indeed, fits the student by knowledge and discipline for the practical duties of a teacher. It aims to give, in addition to instruction, opportunities of observation and trial; so that one passing through either course shall not be a novice in his calling when he enters the school-room. With this idea in mind, every branch prescribed to be taught in the common and high schools of our state is carefully studied. Accuracy and complete thoroughness are points held in mind in every recitation, and drills upon the elements are made a specialty. Great attention is therefore bestowed upon the earlier parts of the course, such as spelling and pronunciation, reading and defining, drawing, writing, vocal music and physical training. The body needs culture and systematic activity quite as much as the soul, and we begin with making it the servant of the mind, and habituating it to an unhesitating obedience.

The methods of our teaching are distinctively Normal. What the student is required to learn, and the methods of presenting it, are both designed to give him, who intends to become a teacher, the philosophy of learning and remembering, and the philosophic manner of imparting knowledge and securing discipline.

The practice work is designed to fit students of this institution to become practical teachers. It comprises (1) a

study of psychology, pedagogy, school law, and practical ethics; (2) attendance of practice teacher upon weekly meetings held for a study of methods of instruction and management of pupils and classes; (3) actual teaching in the Practice School, under the constant supervision of critic teachers of the Normal School.

In the Normal Department three courses of study are offered as follows: The first and second are each four years in length; the third one year.

1. The English Course. The student who is sixteen years of age and has obtained a certificate of good rank as a teacher in the public schools, or is a graduate from an accredited high school, can complete this course in three years or less. It requires a thorough training in all the branches taught in the common schools, a good course in English language and literature, an extended course of mathematics, and all the professional work—methods of teaching in all of its branches, psychology, pedagogy, and practice teaching under the critic teacher; this course is fully given on another page.

2. The Latin or German Course. This provides for eleven terms of Latin, or nine terms of German in addition to much that occurs in the English course.

3. The Professional Course. This course enables the college graduate, or any one equally well qualified, to take all the professional work in one year. This gives an opportunity to review the common school branches, if necessary, and includes psychology, pedagogy, three terms of practice teaching, drawing, school law, and method work in all the common school branches.

The Sub-Normal Department.

This course is for those who have completed the nine grades in the Practice School or hold a certificate from the "final examination" by the county superintendent, but who are

not sufficiently mature to enter the normal classes. The studies in this course are such as this class of students may require, and will cover about one year's work, more or less, depending upon the strength and age of the pupil.

The Practice School.

This department consists of from one hundred to one hundred and twenty children, who are divided into nine grades corresponding to the grades in the public schools. These are in charge of critic teachers and of the superintendent of practice work. The Practice School is a necessary adjunct of the Normal department. It furnishes tests of the methods enjoined, gives opportunities to observe child nature and work, and is the department in which the Normal students are trained in the art of teaching. It is the aim to make this a practice school in the best sense for the development of model teachers.

The courses of study show the practice teaching to be done in definite terms, but the superintendent of the Practice School has the privilege to call on students to teach whenever they are ready for the work, and the superintendent is satisfied their services should be rendered.

The High School.

In order that the model school may present all phases of the public school work and be in fact what it is in name, and to supply a demand which exists in this section of the state, the Board of Trustees has ordered the reinstatement of the High School as a branch of the model school.

It is the purpose to make this course a typical one in scope and thoroughness, one that may be regarded as a standard in equipment and excellence. It is four years in length, and sufficiently strong to prepare for entrance into the best colleges

and universities of our land. Students taking this course have access to the library, laboratories, and gymnasium to the same extent as those taking the regular normal courses. For the course offered see pages showing "Courses of Study."

Two Years' Certificate.

Upon the completion of the first two years' work in either course a certificate will be issued stating the fact and naming the studies completed. Students receiving credits on a portion of this work which may be done elsewhere, and completing the remainder will be entitled to the same certificate.

This two years' work in the English course offers a review in the common branches, methods in the common branches, two terms in pedagogy, two terms in drawing, three terms of science, and two terms of teaching in the Practice School. In the Latin or German courses some of these features are wanting, but the additional work in language compensates for the loss.

This course will fit the student for doing excellent work in the school room. And should the student not be permitted to remain longer than the two years he will have an official statement as to his attendance and attainments.

This provision meets a demand recognized for many years but not provided for heretofore.

Dr. A. C. Brookings.

During the year the institution suffered a great loss in the death of Dr. Brookings, which occurred on the sixth of January last. The Doctor gave liberally of his time and care to the interests of the institution. His place was filled by the appointment of Gen. James S. Martin of Salem, Marion county.

Later in the year Mr. D. W. Helm resigned. He was succeeded by H. H. Beckemeyer of Buxton, Clinton county.



SCIENCE BUILDING

COURSES OF STUDY.

Sub-Normal Course.

Fall Term.	Winter Term.	Spring Term.
1 E Read and Comp.	1 D Read. and Comp.	1 C Read. and Comp.
2 D Grammar.	2 C Grammar.	2 Physiology.
3 D Geography.	3 D History.	3 C Geography.
5 D Arithmetic.	5 C Arithmetic.	5 C History.
6 Phys. Training.	6 Phys. Training.	6 Phys. Training.
7 Writ. and Spell.	7 Writ. and Spell.	7 Writ. and Spell.

Students who are excused from writing may take drawing.

Professional Course.

Fall Term.	Winter Term.	Spring Term.
1 Practice.	1 A History.	2 Practice.
4 { A Grammar. A Drawing.	1 A Arithmetic.	4 A Reading.
	3 Practice.	4 A Psychology.
5 { Eng. Analysis. School Law.	4 B Psychology.	6 A Pedagogy.
	6 B Pedagogy.	7 A Geography.

English Course.

Fall Term.	Winter Term.	Spring Term.
	FIRST YEAR.	
1 B Arithmetic.	1 A Arithmetic.	1 B Geography.
2 Physiol. or C Phy'cs.	3 C Drawing.	2 D Algebra.
3 B Grammar.	5 D Pedagogy.	5 B Drawing.
6 E Pedagogy.	6 B Reading.	6 B History.
7 Phys'l Training and Eng. Comp.	7 Phys'l Training and Eng. Comp.	7 Phys'l Training and Eng. Comp.
	SECOND YEAR.	
1 Vocal Music.	1 A History.	1 B Botany.
3 Practice.	3 Practice.	2 A Grammar.
4 A Drawing.	4 B Zoology.	4 A Reading.
6 B Chemistry.	6 B Physics.	5 Civics.
7 English Authors.	7 Vocal Music.	7 A Geography.
	THIRD YEAR.	
1 Rhetoric.	2 B Algebra.	2 Practice.
2 C Algebra.	4 B Psychology.	3 B Literature.
6 Gen. History.	6 Gen. History.	5 C Pedagogy.
	ELECTIVES.	
A Physics.	*A Chem. and Min.*	*Geology.*
Practice.	*History of Art.*	*English History.*
Book-keeping.	*Elocution.*	*A Algebra.*
	FOURTH YEAR.	
3 C Geometry.	3 B Geometry.	2 Phys. Geog.
5 Eng. Anal. and School Law.	4 A Literature.	4 A Psychology.
	6 B Pedagogy.	6 A Pedagogy.
	ELECTIVES.	
A Zoology.	*Astronomy.*	*A Botany.*
Ref'n & Revol'n.	*Sociology.*	*Adv. Literature.*
Trig. & Sur.	*Anal. Geometry.*	*A Geometry.*
		A Latin (for Latin Course).

Latin or German Course.

Fall Term.	Winter Term.	Spring Term.
	FIRST YEAR.	
1 B Arithmetic.	1 A Arithmetic.	3 B Grammar.
2 Physiol. or C Physics	3 C Drawing.	4 J Latin or G. Ger.
4 L Latin or I Ger.	4 K Latin or H Ger.	5 B Drawing.
6 E Pedagogy.	5 D Pedagogy.	6 B History.
7 Phys'l Training & Eng. Comp.	7 Phys'l Training & Eng. Comp.	7 Phys'l Training & Eng. Comp.
	SECOND YEAR.	
1 Vocal Music.	1 A History.	1 B Botany.
3 I Latin or F Ger	3 H Latin or E Ger.	2 D Algebra.
4 { A Grammar. A Drawing.	4 B Geography.	3 G Latin or D Ger.
6 Zoology.	6 B Physics.	4 A Reading.
7 Eng. Authors.	7 Vocal Music.	7 A Geography.
	THIRD YEAR.	
1 Rhetoric.	2 B Algebra.	3 Practice.
2 C Algebra.	4 Practice.	5 C Pedagogy.
6 F Latin or C Ger.	6 E Latin or B Ger.	6 D Latin or A Ger.
	FOURTH YEAR.	
2 C Latin.	2 B Latin.	1 Practice.
3 C Geometry.	3 B Geometry.	3 A Literature.
5 { Eng. Anal. School Law.	6 B Pedagogy.	4 A Psychology.

N. B.—The hours for recitation in German are not as above indicated but are shown in program of exercises immediately following. The German course includes the two terms of General History.

The electives in this course, six of which must be taken, are as follows:

1. All electives offered in the English Course.
2. Those subjects required in the English Course but not required in the Latin or German Course.
3. A Latin.

Normal Department.

FALL TERM

1						1 B Arith 1	
2		† D Gram.	1 Physiol. 1	Sup. Draw.	B History*	3 C Alg. 3	C Latin 4
GENERAL ASSEMBLY EXERCISES.							
3		1 B Gram.		2 B Draw *		4 C Geom 4	I Latin 2
4		2A Gram½2		2 A Draw 2			L Latin 1
LUNCH HOUR.							
5		4 E Anal ½ 4			1 B Geog. 1*		
6			Zoology 2			4 *Trig&Sur* 4	F Latin 3
7			4 *Biology* 4		4 *Ref'n & Rev'n* 4		

WINTER TERM

1					2 A Hist. 2	1 A Arith. 1	
2		†C Gram.	Physiol.*	Sup Draw.		3 B Alg. 3	B Latin 4
GENERAL ASSEMBLY EXERCISES.							
3				1 C Draw. 1		4 B Geom. 4	H Latin 2
4	3B Psychol.		2 B Zool. 2		B Geog. 2	3 C Geom. *	K Latin 1
LUNCH HOUR.							
5		B Gram. *					
6				3 *H. of Art* 3			E Latin 3
7						4 *Anl Geom* 4	

SPRING TERM

1			2 B Bot. 2		1 B Geo.	4 *A Geom.* 4	
2		2 A Gram.	† Physiol.	Sup. Draw.	4 Phys. Geo.	1 D Alg. 2	
GENERAL ASSEMBLY EXERCISES							
3		B Gram. 1		†D Draw.		1 B Arith*	G Latin 2
4	4 A Psyc'l 4				3 *Eng. Hist.* 3	3 B Geom*	J Latin 1
LUNCH HOUR							
5				1 B Draw 1	2 Civics		
6					1 B Hist. 1	3 *A Alg.* 3	D Latin 3
7			4 *Biology* 4		2 A Geog. 2		*A Latin* 4

N.B.—Explanation of symbols: * Irregular Classes; † Preparatory Classes; §Ninth Grade; *Italics*, Elective.

Program of Exercises.

FALL TERM

ıet. 3				2 V Music 2	†E R. &Com.		C Ger. 3	1
		1CPhysics 1		Ins. Music			F Ger. 2	2
GENERAL ASSEMBLY EXERCISES								
		3 *A Physics* 3	† D Geog.	Ins. Music			1 Ger. 1	3
				Ins. Music	†Sup. Read	†C Arith.*	§Phy Tr.	4
LUNCH HOUR								
	4 S'l L w ½ 4			Ins. Music		†D Arith.	Phy Tr.*	5
	1 E Ped. 1	2 B Chem.	3 Gen. His. 4	Ins. Music			†Phy Tr.	6
ng. 2 ıth.		2 B Chem	†Spelling ½	Ins. Music	†Writing ½	3 *Book-K'g* 3	1 Phy Tr. 1	7

WINTER TERM

		A Chem.		Ins. Music	†D R. &Com.		B Ger. 3	1
		Miner.	1 B His.* 1	Ins. Music			H Ger. 1	2
GENERAL ASSEMBLY EXERCISES								
cut'n 3			†D Hist.	Ins. Music			E Ger. 2	3
Lit.				Ins. Music	†Sup Read.		§Phy Tr.	4
LUNCH HOUR								
	1 D Ped. 1	4 *Astron'y* 4		Ins. Music		†C Arith.	Phy Tr*	5
Read.	4 B Ped. 4	2 BPhy'cs 2	3 Gen His. 4	Ins. Music			†Phy Tr	6
	4 *Sociology* 4	2 BPhy'cs 2	†Spelling ½	2 V Music 2	†Writing ½	Book-k'g*	1 Phy Tr 1	7

SPRING TERM

	1 E Ped* 1	1CPhysics*		Ins. Music	†C R. &Com.		A Ger. 3	1
Lit. 4				Ins. Music			G Ger. 1	2
GENERAL ASSEMBLY EXERCISES								
Liter.			†C Geog.	Ins. Music			D Ger. 2	3
Read. 2				Ins. Music	†Sup. Read		§Phy Tr	4
LUNCH HOUR								
v. Lit. 4	3 C Ped. 3	2 BPhy'c* 2	†C Hist.	Ins. Music	†C Read.		Phy Tr.	5
	4 A Ped.	2 BPhy'c* 2		Ins. Music		†D Arith.*	†Phy Tr.	6
		3 *Geology* 3	†Spell'g ½	Ins. Music	†Writing ½	3 *Book-k'y* 3*	1 Phy Tr. 1	7

Explanation of Figures: On the left, number of year in English Course; on the right, ıber of year in Latin or German Course.

High School Course.

Fall Term.	Winter Term.	Spring Term.
	FIRST YEAR.	
Physiology.	Zoology.	Botany.
Phys. Geog. or Book-keeping.	Inventional Geom.	D Algebra.
English.	English.	English.
Latin or German.	Latin or German.	Latin or German.
	SECOND YEAR.	
C Algebra.	B Algebra.	A Algebra.
English Authors.	English.	Civics.
Physics.	Physics.	Physics.
Latin or German.	Latin or German.	Latin or German.
	THIRD YEAR.	
C Geometry.	B Geometry.	A Geometry.
Rhetoric.	English.	B Literature.
General History.	General History.	English History.
Latin or German.	Latin or German.	Latin or German.
	FOURTH YEAR.	
Chemistry.	Chem. and Min.	U. S. History.
Trig. and Sur.	Anal. Geom. or Soc.	Adv. Literature.
Ref. & Rev. or Greek.	Astron. or Greek.	Geology or Greek.
Latin or French.	Latin or French.	Latin or French.

Students completing the first three years of the High School course will be prepared to enter to the Freshman year of college, except in Greek. Those completing the four years will be given advanced standing.

SYLLABUSES OF SUBJECTS.

Psychology.

(B.) "Applied Psychology" by McLellan and Dewey is used as a text for this grade of the subject. The relation of psychology to education will receive special emphasis, as the practical teacher is in greater need of a knowledge of the principles that underlie the correct methods of imparting knowledge and securing the most symmetrical and harmonious mental development of the child, than he is in the more remote problems that engage the student of philosophy.

The character of the work bears so closely on the work of the school room that the student cannot fail to recognize the practical value of the matter presented.

"Methods of Interrogation" is discussed at considerable length, furnishing an excellent opportunity to examine the different methods and maxims that have recently come into prominence in pedagogical circles.

"Kindergarten Work and Self Instruction" have not escaped the thought of the author, hence these themes have received due consideration. The presentation of outline methods characterizes the latter part of the term's work. These are based on "explicit psychological principles" and are indeed of immense value to the teacher in his early attempts to tackle the multitude of puzzling questions.

The work in B Psychology is on the above basis and is offered in the winter term of the third year in the English course. It is not offered in the Latin course. Some valuable work is dependent largely on the use of psychological apparatus. This will be used freely either here or in an earlier grade of the department.

(A.) Davis—The more advanced course in psychology is placed in the twelfth term in each course. The author has chosen a style of presentation somewhat peculiar to himself, but in a manner favorable to this grade of the study. Some of the familiar topics are treated in a modified manner, others are quite original. A reasonable amount of discussion will be given to the relation of physiology to psychology, especially for those who have had none of this phase of the subject in their pedagogy. The following subjects will receive due consideration: Consciousness; its conditions, limits, facts, modes. Immediate knowledge; cognition, presentation, perception, external reality, self-perception, pure intuition, origin of pure truth, mind and matter. Mediate knowledge; representation, mediate perception, suggestion, memory, imagination, thought. Feeling; sensation, emotion, sentiment. Desire; kinds, regulations. Volition; elements, freedom.

The subject matter is enlarged upon by copious references and illustrations from a large number of other authors on the same themes.

Pedagogy and School Law.

JAMES KIRK.

(E.) The work of this term pertains to the organization and management of schools, and is discussed under the following heads:

Necessity for the public schools; the functions of the school; what the school ought to accomplish.

THE TEACHER.—The teacher's qualifications; necessary preparation for his work; means of advancement in his profession; his relation to school officers; his relation to patrons and the community.

THE SCHOOL.—The school house and grounds; furniture and apparatus. Preparation for beginning the term; organization; program; rules and discipline; school records.

THE RECITATION.—Objects of the recitation; ends to be attained; preparation by the teacher; preparation by the pupil; method of conducting recitations.

(D.) Elementary psychology, and school management. Study of activity as sensation, perception, conception, memory, imagination, reason, judgment, feeling, and volition. Ends, conditions and means of school government; will training; school incentives; punishment; right conduct.

(C.) Consideration of general hygiene and physical exercises. Development of intellectual activities at different ages. Effect thereon of different branches of study. Particular education of the senses. Culture of memory, imagination, judgment, and reason. General method. Special method. Diversity of character and formation of habit. Culture of sensibility and will as elements of character. Motives.

(B.) PHILOSOPHY OF EDUCATION.—The Philosophy of Education, by Rosenkranz, is the basis for this work, and the work in (A) Pedagogy. Consideration is given to the general idea of education and to its special elements. The general idea of education includes its nature, its form, and its limits. The culture of body, intellect and will are treated under the special elements of education. Dietetics and gymnastics are studied with respect to their fundamental ideas. The significance of the development of attention, as a voluntary act, is emphasized. The psychological epochs, or the intuitive, the imaginative, and the logical periods of growing mind, claim attention. The development of the subject-matter, and the manner of the demonstration follow, logically, the study of the pupil's development. Consideration of the pupil's capacity, and the elements of the act of learning, in connection with the method of instruction. Under will-training are considered social usages and the virtues, the discipline and the character which constitute morality. The theoretical and the practical process of religious culture, and the union of both in a historical process, furnishing the ground of a rational faith—a philosoph-

ical culture—in the education of the will, are duly considered.

(A.) The study of historical systems of education. These are classed as the National, the Theocratic, and the Humanitarian, or the Christian, systems. Passive, active and individual phases of the National system, as exemplified in the education of China, India, Thibet; in that of Persia, Egypt, Phoenecia; in that of Greece and Rome, and among the German tribes. The selfish purpose and the utilitarian character of the first and the second phases. The development of the powers of the being to be educated, is the aim of the third. Theocratic education among the Israelites. Monkish, chivalric and civic phases of Humanitarian education. The elements of the ideals of the national and the theocratic systems combined in the humanitarian system in a higher ideal of spiritual perfection. This ideal, attainable only through spiritual freedom. The final "free education" must provide for the education of all classes of society, by all available instrumentalities, for all the relations of free citizenship.

Sociology in Relation to Education.

I. Claims of sociology; its character and method. Education closely related to sociology, the science of society. Nature of society, and of social progress.

II. Customs as a factor in sociology. Nature of customs. Relation to progress. Forms of customs: social, civic and religious. Relations in the family. The family the school of social relations. Social problems growing out of family relations. Class relations. Manners. Amusements.

Economic, constitutional, judicial and administrative customs.

Two forms of religious customs. Functions performed by them. Modification, and conservative force of religious customs.

Customs and reforms. Instruments which influence public opinion. Service and evils of the press. Its relation to society.

III. Economics as a factor in sociology. Nature of economics. Two schools. Relation to sociology. Law of rent. Law of Malthus.

Postulates of economics. Nature, function and limitations of competition. Competition as a social law. Social growth in the several forms of production:

(A.) Agriculture—Land; tenure and size of holdings. Socialism. A single tax.

(B.) Manufacture—Changes in form. Consequent losses and gains in society. Hours of labor.

(C.) Increased rapidity of commerce. Growth of cities. Social changes. Social results, and remedies.

Distribution. Ruling principle in it. Rent. Capital. Management and labor. Amount under contention in distribution. Justice—the public welfare. Wage-system. The labor-movement. Its effects. Coöperation. Profit-sharing. Saving and loan associations. Inequalities in distribution. Social principles involved. Exchange, Protection, Sound currency, Quality, Quantity.

IV. Civics, ethics and religion are factors in sociology and, as such, receive attention. Under civics, prominence is given to Education and means of equality; Moral training; Education and war; etc.

School Law.

The school law of Illinois is the text in this subject, and questions involving knowledge of court decisions on practical cases, are frequent. The attention given to the subject is sufficient to enable the teacher to begin his services without hesitation as to his legal duties and rights.

Practice Teaching.

Three terms of practice in teaching are required usually of all who complete the course of study. This teaching is done under the supervision of experienced critic teachers. Each pupil-teacher assumes the entire charge of a class, and is responsible for its progress in one subject for the term. He is required to prepare in advance plans of work for the week. These plans are corrected and criticised by the critic teacher in charge. All classes are under constant supervision, and friendly criticisms and advice are given daily.

Teachers' meetings are held weekly, at which the work of different grades, methods of school management, and the application of pedagogical principles are freely discussed.

On entering upon his work in the training school each pupil-teacher is required to present to the superintendent a recommendation from the instructor in charge of the department under which the subject that he is to teach is classified.

The time for practice teaching is definitely located in the courses of study, but the superintendent of the training school is empowered to assign this work when in his judgment the service is needed and the student is qualified to take a place in charge of a class.

Grammar.

MARTHA BUCK.

Two terms in the Normal department have grammar as one of the required branches.

Before entering these classes pupils pass an examination equivalent to that for a second-grade certificate.

The aim is two-fold: To obtain a mastery of the topics studied, and clear ideas of how to teach them to others.

One day of each week is free from any assigned lesson. Each class is allowed the time for questions upon any points not understood, or upon how to teach any point.

The first term is given to the simple sentence in all its varieties, with its proper capitalization and punctuation. As the elements are studied, the parts of speech of which they are composed are reviewed, with their properties and inflections. The value of each principle as a guide to correct English is tested as it is applied in answering the questions asked by the class. The composition in this term's work consists in expressing the given thought in a variety of form, thus gaining a ready command of our language.

The second term's study is given to compound and complex sentences. In this term abridgment is treated and its grammatical changes noted, with the principles which underlie them.

The remainder of the term is used in a special study of methods. This work begins with the first language lessons, and takes up grade by grade through grammar to the close of a high school course. What is suitable to each grade, and how to adapt the teaching to the capacity of the pupils, are the central points for consideration. Thus a complete review of both language and grammar is incidentally obtained.

In addition to the work indicated above, one-half term is used for English analysis. The difficult points in grammar are studied. Entire compositions are analyzed logically, the line of thought discerned, and the logical sequence of paragraphs or sentences perceived. The principles of rhetoric are applied in a rhetorical analysis, and the principles of grammar in a grammatical analysis of the same composition.

DEPARTMENT OF ELOCUTION,

Reading, Rhetoric and English Literature.

HENRY W. SHRYOCK.
MINNIE J. FRYAR, Assistant.

Reading.

(C.) Text, New Franklin Fifth.

This supplies practice in the difficult art of oral reading. The principles of expression are so set forth as to make all practice intelligent and therefore improving. Especial attention given to orthoepy. The organs of breathing, of voice, and of speech, explained.

Exercises in articulation, and in breathing; the attributes of a good voice; literary analysis of selections; biography of authors, etc.

(B.) Selections studied, Marmion and Silas Marner. While the emphasis will be placed upon literary analysis of the two masterpieces studied, the elocutionary drill will not be neglected.

(A.) A study of the four methods of teaching beginners, supplemented by a four weeks study of McMurry's Special Method. How to use fiction in the public school will be studied in connection with The House of Seven Gables; how to use the oration will be studied in connection with Webster's Bunker Hill Oration; how to use poetry will be studied in connection with Evangeline.

Rhetoric and Composition.

The entire course in Rhetoric and Composition is based upon a recognition of the following facts: The paragraph is the briefest unit of discourse permitting a pre-view or outline. The first three forms of prose composition are the forms that the student will make the most use of in after life. The higher qualities of style, such as wit, pathos, sublimity, etc., are incommunicable. In accordance with the ideas above expressed, the work is so arranged that a part of the time may be devoted to paragraph writing in class; the paragraphs being largely narrative, descriptive, or expository; the subjects being chosen from a range of topics found within the student's own experience or thought, so that he may write without feeling that he is "doing an exercise;" and the effort is mainly directed toward the acquisition of a clean, straight-forward English. In order, however, that the student may be brought into sympathetic appreciation of the graces of rhetoric, the regular work is supplemented by the study of a number of masterpieces of English prose style.

Composition A.—Text, Outlines of Rhetoric, Genung. This class meets once a week through the entire year.

Rhetoric.—Text, Forms of Discourse, Cairns. The class meets five times a week through the Fall term. In this class special attention is paid to oral discourse.

Literature.

(C.) English and American Authors. Texts, Painter's Introduction to English Literature, and Matthew's Introduction to American Literature.

(A.) Technique of English Poetry. Text, Corson's Primer of English Poetry, Lanier's Science of English Verse, Sweet's Second Middle English Primer. The work will be supple-

mented by special studies in Macbeth, first two books of Paradise Lost, and The Princess.

(B.) The first six weeks of the term will be devoted to a study of English Prose style. Texts, Minto's Manual of English Prose Style, and Garnet's English Prose from Elizabeth to Victoria. The second half of the term will be devoted to a study of English fiction. The study will be based upon the following works: Ivanhoe, David Copperfield, Vanity Fair, Silas Marner, Last of the Mohicans, and Marble Faun.

Electives Offered by the Department.

(C.) Course in elocution, text, Hamill.

(B.) Course in Shakespeare, based upon the following plays: As You Like It, Henry V, Julius Caesar, and The Tempest.

(A.) A six weeks' study of English blank verse, followed by a six weeks' course in English Lyric Poetry.

DEPARTMENT OF BIOLOGY AND PHYSIOLOGY.

G. H. French.

Botany.

Preparatory.—In this Gray's School and Field Book will be the text used. The work will be such as will give the student a knowledge of terms used in speaking of plants, the use of the analytical keys in identifying specimens and some general knowledge of vegetable physiology. This will make a good preparation for higher work in botany, and will be all that is usually required for a teacher's examination. The text-book will be studied to Cryptogamic Botany, page 155.

B Botany.—Structural and Systematical Botany.—Campbell.

This work will begin with the lowest of the Cryptogams and a detailed study will be made from these to the highest or Phaenogams. As supplementary to this work a systematic classification of the groups studied will be given, either from the blackboard or from charts. This will enable the student to see in brief sentences the relation the different groups bear to each other, and upon what structural characters these differences are based.

The plan of recitation will be on Monday of each week a pre-view of the week's work in the form of a lecture. The recitation hours of Tuesday, Wednesday and Thursday will be devoted to laboratory work in which the plants of the text, or such of them as are accessible, will be studied biologically and histologically. Friday the hour will be devoted to a quiz of the week's work, either oral or written.

A Botany or Plant Biology.—No text-book will be used with this but the work will be wholly laboratory work. It will consist of a systematic study of plants from the lowest up to the highest. For a systematic classification, the blackboard or chart scheme spoken of under B Botany will be used, and at present Dodge's Elementary Biology will be used as a laboratory manual. In addition to the work as given in that, methods of making permanent mounts for the microscope will be given and in the higher plants enough of these will be made to enable the student to make a good comparation study of different groups of plants and of different plants in the same groups.

Boyer's Biology Blanks will be used for notes and drawings. Slides, cover-glasses, labels and slide boxes, etc., will be supplied in the laboratory at a moderate cost, and this will be the only laboratory fee.

In our present course A Botany is made an elective study.

Zoology.

Preparatory.—Davenport's Introduction to Zoology.—It was found best to use a text-book in this work and this one was best suited to the needs of this grade of work as a basis for study of the animals that come up from day to day in the lessons. About three-fourths of the recitation hours are laboratory work.

B. Zoology.—Parker and Haswell's Manual of Zoology.—In addition to the use of the charts that have been in use for several years, this year the above text-book has been adopted for home study of the lessons. As before, the microscope will be used in studying the lower forms to illustrate the subjects, and the insect, crustaceans and mussels will be dissected and to some extent studied histologically. In the higher forms the museum will be used for illustration.

A Zoology or Animal Biology.—The same course is pursued in this as in A Botany, no text-book being used, but Boyer's Biology Blanks will be used for notes and drawings, and Dodge will be used for a laboratory manual. There will be less histology work here than in the A Botany, but more of coarse dissection will be necessary.

Like the A Botany work, this is as now arranged in the course, an elective study.

Physiology.

In this, Tracy's Physiology is used as a text-book. The plan of work is on Monday of each week a pre-view of the week's work will be given, which will consist of explanation of points in the text and of the proposed laboratory work. On Tuesday, Wednesday and Thursday, the class will have laboratory work, and on Friday a quiz. Usually each alternate week the quiz will be oral, and the next week written. The laboratory work will consist of histology of the principal tissues and organs of the body of some animal or bird, and dissection. The histology work will be the preparation of the tissues for the microscope followed by a study of them. As in the A Botany work, materials for the preparation of mounts will be furnished to each student by the laboratory at a moderate cost.

On entering a class each pupil will be assigned a seat at a table and a drawer for his laboratory material. If a pupil is in two or more classes he should have the same seat and drawer for all the classes.

Besides the regular one term in Physiology, a term of laboratory may be taken extra as an elective, consisting of experimental physiology and more work in histology and dissection.

DEPARTMENT OF PHYSICAL SCIENCES.

W. B. Davis.

Physics.

The new physical laboratory is now well equipped with excellent working tables made expressly for the Institution. The water and the gas supply is abundant and very convenient for immediate use. By the addition of tools and materials students are enabled to construct their own apparatus. Some things made and used by students are apparatus for the study of levers, balances, pulleys, specific gravity, sound, heat, light, electricity.

In addition to the regular classes, provision is made for those who wish to take the subject out of its regular place in the curriculum. This will be seen by reference to the starred classes in the printed program.

The happy combination of the laboratory and the recitation methods is adopted, about one-half the time being devoted to the discussion and demonstration of (1) phenomena, (2) principles, and (3) laws.

The Institution, almost from the beginning, has been supplied with a good selection of physical apparatus. This has been supplemented annually by the purchase of new and modern pieces, until the school now possesses quite an extensive equipment of illustrative material.

The Board has provided an excellent list of reference books. These are kept in the laboratory for ready use.

C. Physics.—Text, *Avery-Sinnott.*

In this class the fundamental principles of Physics are demonstrated by actual experiment. Much of the apparatus



ART ROOM.



is constructed by the students, who are urged to suggest ordinary and every day applications of the principles discussed.

The ends sought are two, viz: 1, Familiarity with the simple principles of Physics; 2, Ability to demonstrate them by home-made apparatus. Students are constantly admonished to prepare for the Observation Work in the State Course of Study for the Common Schools.

A note-book is kept by each student in which his notes and drawings are recorded as the experiments are completed. These are bound and at the close of the term each student has the results of his work in compact form.

From a list of books distributed at the opening of the term, each student will select and read at least one. One part of his work is a written report on the book he chooses.

Classes organized each fall and summer term. Laboratory fee one dollar. Required—two hours per day.

B PHYSICS.—*Text, Hoadley.*

Along with discussions and demonstrations, practical problems are solved. These combine mathematical with experimental Physics, and increase the hold students have upon the subject.

As in the preceding class, students are encouraged to construct apparatus, and in this way are made competent to teach Physics, even if their schools are not fully equipped with instruments for physical measurements and experiments.

The work of this class includes Mass and Molecular Physics. Fundamental principles are demonstrated by more accurate apparatus than that used by the preceding class. The term's work closes on page 248 of the text.

A note book, similar to that used by the C class, is kept by each student, who thus preserves an accurate account of what he has done.

From a list of books issued at the opening of the term, each student selects one upon which he prepares a written report as part of the work required.

Classes organized each winter and spring term. Laboratory fee one dollar. Required—two hours per day.

A Physics.—*Text, Hoadley.*

This class begins where the B class stops and completes the text, hence its work is confined entirely to Ether Physics.

The subject is treated both by class discussion and laboratory experiment. A number of the most advanced and recent books, such as Barker, Hastings and Beach, Ames and Bliss, Thompson, etc., are constantly at hand for immediate reference, thus supplementing the text.

Excellent apparatus is made by each student, and this is the property of the student who makes it.

From a list of books furnished each student on entering the class, he chooses one on which to prepare a written report as part of his term's work.

Classes organized each fall and summer term. Laboratory fee one dollar. Required—two hours per day.

Astronomy.—*Text, Todd.*

This text is in accord with the modern ideas relative to laboratory work. Many simple devices are suggested by the author, which aid materially in arousing and fostering the true scientific spirit. Special effort is made that the student may obtain, as soon as possible, a geometrical concept of the celestial sphere.

Less importance is given to memorizing data, than to the exercise of thinking and securing a clear conception of the matchless beauty and grandeur of the solar system, as exhibited in its unity and symmetry and the marvelous precision of motion.

On account of the limitation of time, the study is confined largely to descriptive astronomy. Enough of the mathematical part is introduced to explain the methods of calculation peculiar

to the subject, such as determining dimensions, distances, velocities of orbital movements, etc.

The excellent telescope belonging to the Institution is frequently employed in giving the students a view of the objects they are studying, more particularly of the sun and sunspots, the moon's surface, the phases of Venus, Jupiter and his moons, Saturn and his rings. More or less time is devoted to the study of the principal constellations and the more conspicuous stars of each.

From a list given each student on entering the class, he selects at least one book on which to prepare a written report as a part of the term's work.

Elective—Winter term.

CHEMISTRY.—*Text, Williams.*

The new building furnishes the same improved conditions for the work in Chemistry as were named for the work in physics. The subject is introduced by a number of experiments illustrating the conditions favorable to chemical action. The distinction between elementary and compound substances is dwelt upon.

A careful study of the laws of chemical combinations is required, also a discussion of the atomic and molecular weights, valency, and specific gravity. This is followed by chemical equations, factors, products, acids, bases, and salts.

Two consecutive hours per day are given to the subject, the first to a recitation upon the text assigned, and the second to strictly laboratory work, using Williams' Manual for a guide.

In the advanced work, two hours per day are given wholly to laboratory work. This enables the student to do much qualitative analysis, and in this way to master the practical side of Chemistry.

Introductory class organized each fall term. Advanced class organized each winter term. The first is required, the second is elective. Each requires two hours' work per day.

In each is charged a laboratory fee of one dollar, and a breakage deposit of two dollars. Excess above breakage by each student is refunded at close of term.

MINERALOGY.—*Text, Foye.*

The latter part of the winter term is given to blow pipe work in connection with wet analysis in Chemistry. In this way is obtained a working knowledge of the common minerals and rocks, and students are made ready for field work in Geology during the following term.

A list of books is offered at the beginning of each term for the student to choose from. A written report on the book selected constitutes part of his work.

GEOLOGY.—*Text, LeConte.*

The study of Geology is presented as follows: First, dynamical; second, structural; third, historical.

The Institution is admirably situated for the prosecution of field work, as a rapid examination of the State Geological Reports will show.

The material in the museum furnishes excellent specimens of the different varieties of geological formations, typical fossils, and an excellent collection of minerals, and other material necessary for the proper study of the subject.

The student is expected to give special attention to the geological features of his own region, especially to his own county. In this latter phase of the work, the State Geological Reports are freely used.

Because of the relation which the elementary study of Geology bears to the work in the grades of public school instruction, special emphasis is given to its importance from a pedagogical standpoint.

A part of the work of each student is a written report on at least one book chosen from a list provided on the organization of the class.

Classes organized each spring term.

Elective—one hour per day.

DEPARTMENT OF MATHEMATICS.

SAMUEL E. HARWOOD.
JOEL M. BOWLBY, Assistant.

The work of this department is to accomplish three general purposes:

1. To give a mastery of the process and forms of expression in the several subjects.

2. To present the history and pedagogy of each subject. This is the chief value of any branch in a normal school.

3. To show the value of each subject in its relations to practical or business life.

To accomplish these purposes, three divisions of mathematical science are used: Arithmetic, Algebra, and Geometry.

ARITHMETIC.

Two preparatory classes are provided for those who may not be ready to enter upon the review required by the regular Normal class B.

(D.) This class will study as to accuracy in operations and forms for expressing the following:

1. Fundamental processes.
2. Properties of numbers and factoring.
3. Fractions: Common and Decimal.
4. Compound numbers: Practical tables and metric measures.

(C.) This class will continue the work of the preceding using these:

1. Percentage and its applications.
2. Interest: simple, annual and compound.

3. Ratio and proportion.

4. Roots and mensuration.

In the Normal department two classes are organized.

(B.) First Term.—A thorough review of the subject will be attempted.

The work will aim to secure a full knowledge of principles, processes, and forms for expressing work.

A search for the why will be required.

Questions of mind activity and consequent pedagogy will be incidental. It is a study of the theory of arithmetic rather than its art.

(A.) Second Term.—This term is given entirely to method work in number and form, the history of Arithmetic, and the study of current views of number teaching.

The relation of these topics to other branches, their general method—the principles of mind and pedagogy that control in the teaching process, the preparation of plans for special lessons, and the actual experiment with these plans in the training school, are the phases of work attempted.

Note.—The preparatory work is intended to present thoroughly the topics named. Pupils who complete it are admitted to the B Arithmetic.

Those who come to us with certificates should be strong in these particulars:

1. Power to think clearly. This includes imaging the problems and is a phase of good reading.

2. Accuracy in processes and results.

3. Ability to express themselves in good forms and with brevity.

4. Skill in rapid mental processes with numbers.

5. Independence in using the book.

6. Power to classify conditions, requirements, processes, and principles involved in problems.

7. A knowledge of the unknown quantity, the equation, and the use of axioms.

ALGEBRA.—*Wells' Essentials.*

(C.) Junior Year, First Term.—To simultaneous equations. Outside illustrative and test work. History of Algebra. Its pedagogy.

(B.) Junior Year, Second Term.—To theory of quadratics. As above in other phases.

(A.) Junior Year, Third Term (Elective).—Finish other work as above.

GEOMETRY.—*Wells' Essentials.*

(C.) Senior Year, First Term.—To Book III. History and Pedagogy.

(B.) Senior Year, Second Term.—Finish Plane Geometry.

(A.) Senior Year, Third Term (Elective).—Solid Geometry.

In algebra, in addition to ordinary processes and relations, the pupils are led to see its value in training for generalizing.

In geometry, the process of reasoning is emphasized. The demonstration is made not so much for the "Q. E. D." as far discipline in analysis and formal statement of steps by which the conclusions are reached.

Many texts are used for reference, so that additional forms of presentation may be secured and compared.

HIGHER MATHEMATICS.

In the new courses A Algebra and A Geometry are elective.

In addition to these, Trigonometry, Analytical Geometry, and the History of Mathematics will be offered.

Bookkeeping may be had as demanded.

The department has a handsome transit and other necessary apparatus.

BOOKKEEPING.

This branch is now an elective in the fall term of the third year of both courses, and will continue throughout the term.

Instruction in Double Entry Bookkeeping is given in a practical manner, wherein the day book, journal, ledger, cash book, bill book, receipts, orders, promissory notes, and drafts are used. Also a bank account is kept for which pupils will prepare deposit slips, draw checks and have a bank-book. The use of revenue stamps is fully exemplified. Accuracy and brevity will be required in recording business transactions, journalizing, posting and closing the ledger, preparing trial balance and balance sheets showing a complete analysis of the business.

DEPARTMENT OF LANGUAGES.

C. E. Allen.
J. M. Pierce, Assistant.

Latin.

This department of Latin provides a course designed to furnish the student with such instruction as will fit him for entrance to the college or university.

As a training course for teachers, special attention is given to the principles underlying the structure of the language; the leading facts and rules are taught from the Latin text, and the student discovering the principle for himself, remembers it, and is able in turn to teach it to others. Many of our graduates from this course are teaching Latin with success in the high schools of the state.

Eleven terms of Latin are required of all pupils completing the Latin course, and an additional term may be taken as an elective for which credit will be given.

The Roman method of pronunciation is used.

First Term (L) "First Latin Book," Collar and Daniell. About forty lessons are completed during this term.

Second Term (K) The "First Latin Book" is completed and a thorough review in Morphology and Syntax is given. Special attention is paid to quantity and pronunciation, and in the writing of Latin, pupils are required to mark all long vowels.

Third Term (J) Easy Latin, Roman History Selections, as given in "Junior Latin Book." Prose composition based on the text, and constant use of the grammar (Bennett).

Fourth Term (I) Selections from Viri Romae and Nepos. Junior Latin Book. Prose composition daily.

Fifth Term (H) Selections from Nepos, Junior Latin Book, completed and twenty-nine chapters of Caesar's Gallic War, Book I. Special drill in grammar and daily exercises in prose from Daniell's "New Latin Composition."

Sixth Term (G) Caesar's Gallic War, Book I, completed, and Book II. Prose composition based on the text read.

Seventh Term (F) Orations of Cicero. First three against Catiline with selections from Sallust's Catiline and prose composition.

Eighth Term (E) Cicero. The fourth against Catiline with selections from Sallust, the orations for the Manilian Law and the poet Archias. Daniell's Prose Composition.

Ninth Term (D) Ovid. Selections from the Metamorphoses, about 1,500 verses. Greek and Roman Mythology.

Tenth Term (C) Virgil's Aeneid. First three books. Scanning and Mythology. Study and recitation on Sellar's Virgil. Prose composition from Part III, of Daniell's Composition.

Eleventh Term (B) Six books of the Aeneid completed. Sellar's Vergil and prose composition.

Twelfth Term (A) Cicero. Essays on Old Age and Friendship. Writing of Latin.

German.

The German course has nine terms of German. Pupils who have had no previous training in the language may enter this course at the fall term. Graduates will have acquired a fair knowledge of German; they will be enabled to use it to advantage in ordinary conversation; they will appreciate the beauty of the language by a goodly acquaintance with its poetry and best prose writings of its foremost thinkers and poets.

It is desired that, with the abundant supply of German classics now to be had in convenient form, there may be a selection of material made to suit the needs of individual classes. Hence the following course may not always be offered, but it will indicate the amount and character of the work done.

First Year. Collar's Shorter Eysenbach and Guerber's Maerchen und Erzaehlungen I, are the texts for the first two terms. In the spring term of the first year Storm's Immensee with Hatfield's Composition is used. Light poetry is committed to memory.

Second Year. Baumbach's Im Zwielicht I, Hillern's Höher als die Kirche with Hatfield's Composition, Freytag's Die Journalisten, and Schiller's Wilhelm Tell are read. Harris' German Composition and Hatfield's Lyrics and Ballads are used throughout the year. Several poems are committed to memory.

Third Year. Lessing's Minna von Barnhelm, Heine's Die Harzreise, Goethe's Hermann und Dorothea. German composition and memorizing of several lyrics and ballads.

DEPARTMENT OF HISTORY AND GEOGRAPHY.

GEORGE W. SMITH.
FRANK H. COLYER, Assistant.

United States History.

(D.) PREPARATORY. TEXT, MCMASTER. This class will cover the work from the beginning of the text to page 279. The following general subjects will be considered: Discoveries and Explorations; Planting English Colonies; The French and Indians; Struggle for Rights as Englishmen; Founding the Government; Struggle for Commercial Independence; Industrial Development.

This brings us to the administration of John Quincy Adams.

(C.) PREPARATORY. TEXT, MCMASTER. In this term's work the text is finished. We discuss:—Industrial Development; The Struggle with Slavery; The Indestructible Union; The Economic Struggle.

These two terms' work in History will admit to Normal in this study, if the work is well done.

(B.) NORMAL. TEXT, CHANNING. The work in this class will begin with the political separation of the American Colonies from Great Britain, and will consider as general topics the following:—Formation of State Governments; The Continental Congress; The Confederation; The Constitutional Convention; Organization of the Government under the Constitution; Rise of Political Parties; Material Development; Struggle over Slavery; Secession; Reconstruction.

(A.) NORMAL. TEXT, MACE. It is the purpose of the work in this class to make a brief study of the philosophy of history. To determine the essential elements in historical matter. To arrive at the laws of its organization. To determine the process of historical interpretation. To place an educational value upon the process of historical interpretation. To find laws governing the co-ordination of historical matter when interpreted. And, finally, to apply these laws and processes in organizing the history of the United States into periods, subperiods, phases, and events.

The following is a brief outline of the

(1.) PHILOSOPHICAL DISCUSSION.

Essential elements of history:
- Form and content.
- Continuity and differentiation.
- Five great institutions—not always co-ordinate.
- Organic unity in institutional life.

Processes involved in organizing history:
- Nature of organization.
- Processes in organization.

Process of interpretation—forms of thought:
- Positive and negative causes.
- Fundamental and particular.
- Purpose and means.
- Original and second-hand matter.

Educational value of interpretation:
- Integration depends upon common content.
- The mechanical and organic whole.
- Comparison is the basis of integration.
- Value to the historical judgment.
- Ethical value of the process of interpretation.

Process of co-ordination:
- Relation of the particular to the general.
- Need of good judgment in selecting matter.

The principle—matter is valuable according to the nature of its content.

(2.) ORGANIZATION OF PERIODS OF UNITED STATES HISTORY.

Under this head we analyze the history of the United States and build three periods with an underlying principle for each: 1. Planting local English institutions in America. 2. Development and perfection of the spirit of union. 3. Development of nationality.

(3.) ELEMENTARY PHASES OF HISTORY TEACHING.

Here we discuss the philosophy and methods of presenting history to the lower grades.

Civics.

NORMAL. TEXT, HINSDALE. It is the purpose of this term's work to broaden the student's notion of man's relation to his fellow men in organized society, and to give him a better knowledge of the institution which regulates this relation.

The Declaration of Independence says governments are instituted among men to secure to the people life, liberty, and the pursuit of happiness, and that whenever any form of government becomes destructive of these ends, it is the duty of a people to abolish that form and institute another.

From this we may infer that the forms of government have much to do in enhancing the efficiency of government itself.

It is therefore essential that the would-be citizen familiarize himself with that agency which, by common consent, secures to each, such precious boons as life, liberty and happiness. These subjects will be considered:—Science of Government; History of the Government in the Thirteen Colonies; Formation of the Union, Continental Congress, Articles of Confederation, Constitutional Conventions, Ratifying Conventions; Relation of State and National Governments; Nature and Sources of the Constitution; Analysis of the three Departments of Government in the United States.

General History.

ANCIENT HISTORY. BASIS, MYERS. This term's work will make a brief survey of the ancient oriental nations and a much more extended study of Greek and Roman history.

The aim of the study of the ancient oriental peoples will be to note the origin and development of the elements of civilization, and to show what the ancient oriental peoples contributed to the general current of world history.

In the Greek and Roman history, a much more extended investigation will be attempted; and as far as our present equipment will permit, the students will be expected to investigate certain phases of the work for themselves. The aim of the work here is to acquaint the student with the best authorities on the work in hand, and to make them self-reliant.

MEDIAEVAL AND MODERN. BASIS, MYERS. This term's work will have much the same plan and aim as that of the preceding term. The idea is to note the elements that enter into modern history, then trace their development and organization into institutional life — The rise, growth, and decline of the papal power, the revolt of northern Europe against the papacy, forming the religious part of the movement. The rise and growth of political institutions, with special reference to the element of government in the Teutonic people, the influence of Roman government, the feudal form of government, development of the "free cities," rise of absolute monarchies, and finally the rise of the masses in governmental affairs, constituting the other phase of modern life.

English History.

(Elective.)

This work may be elected in the third term of the third year. The aim will be to trace not only the growth of the English nation, but the development of English institutions. The relation of these to American institutions will be studied.

Reformation and French Revolution.

(Elective.)

The purpose here is to trace more minutely the two great events around which cluster all the most important movements which determine modern religious and political institutions.

Geography.

(D.) PREPARATORY. TEXT, FRYE. The text will be followed quite closely. The plan of the work being to fix in the mind of the pupil the physical agents at work in modifying the earth's surface, and the physical basis for the climate of any locality. If this work is well done the student is ready to connect therewith the particular activities which are adapted to that region. North America is then taken up and studied in detail. In this work we aim to connect with each distinct region the industrial life which is the result of the physical environment.

(C.) PREPARATORY. TEXT, FRYE. The text will be finished in this term. The several continents will be studied from the plan pursued in the study of North America.

(B.) NORMAL. TEXT, THE NATURAL. In this class we study more carefully, man in his relations to his surroundings. The various industrial activities are shown to have a basis in the physical structure and the climate.

(A.) NORMAL. TEXT, ——— This work begins with a general discussion upon the following topics:

Subject matter: The organic and the inorganic.
Relation of these two.
Highest form of life.
Means of its development.
Classification of activities.
Spencer's estimate of "science."
Acquisition of adequate concepts.



VIEW IN LIBRARY.



Dependence of life upon structure and climate.

Relation of the "human" to the "natural" in Geography.

We then take up the Sense Phase of Geography. We discuss briefly the method the child follows in acquiring a large stock of individual images of geographic forms through observation. The relation of Geography to the other studies is emphasized. The disciplinary value of the work of the sense phase is shown.

The Material.

Geographic forms.

Movements.

Meterology.

Culture agencies.

Industrial agencies.

Next is considered the Representative Phase of Geography. The dependence of this work upon the Sense Phase is shown. The need of close work in the Sense Phase is also pointed out. The accuracy of the image of that beyond the sense grasp depends upon the kind of images we form with the objects before us. The movement in the process of geography work, is shown to be from the individual to the general and then to an individual. The method of transition from the first phase to the second is dwelt upon.

Some time is given to the Rational Phase of Geography. Here we seek for explanations, for reasons. It is shown that this phase depends upon the two preceding stages of the work.

The Geography course in the schools of the land, as well as the course for Illinois as provided by the State Teachers' Association, is examined.

Lesson plans are presented as time permits.

Physical Geography.

NORMAL. TEXT, DAVIS. The study of the physical features of the earth in their relation to man and his activities has lately been given a prominent place in the course of study in our best

schools. The report of the Committee of Ten is largely responsible for this condition.

In the work in this class considerable stress is laid upon the physical agents at work on the earth. In reality the work is that of the Reflective stage of geography study. The text deals with The Earth as a Globe; The Atmosphere; The Ocean; The Lands, etc.

DEPARTMENT OF ART.

Drawing.

MATILDA F. SALTER.

(D.) Preparatory. Practice will be given in drawing from geometric solids, from simple objects, and from nature. A large part of the term will be devoted to blackboard drawing so that students may be able to use the board for purposes of illustration.

(C.) Principles of freehand perspective and composition will be studied and application made in the drawing of objects singly and in groups. Practice will also be given in drawing from nature. Some work will be done in construction drawing and in freehand design. Both pencil and ink will be used.

(B.) One-third of this term will be devoted to geometrical drawing and constructive work; one-third to water-color work subjects chosen being from nature and still life; and one-third to a study of some of the more important styles of Historic ornament. Talks will be given on these styles, pictures studied, and a certain amount of reading required. Careful drawings will be made of each style studied.

(A.) In this term methods will be studied—the value of art education and its place in the public schools, plans will be discussed for primary and grammar grade drawing, and much actual work will be done. The purpose is to enable the student to know what and how to teach, and the study is made as practical as possible.

In the English Course a half term will be devoted to freehand drawing from casts and still life in charcoal and ink or water-colors.

(History of Art)—Elective. A study will be made of Architecture, Sculpture, and Painting in order that the student may be made familiar with the masterpieces in these subjects. A text-book will be used as the basis of instruction but this will be supplemented by talks, readings, and pictures.

Penmanship.

MINNIE J. FRYAR.

During the year, vertical writing has been taught, particular attention being given to movement exercises. The aim has been to give help in acquiring a plain, rapid handwriting. Some attenton has been given to business forms, method work has been introduced so far as it seemed practicable.

Music.

LEOTA KEESEE.

We are recognizing more and more the use and need of music, together with the other branches of culture study, in our public schools. The public schools of the East have, for a number of years, been paying the closest attention to instruction in music, making it one of the *required* branches.

Recently, a prominent educator in our state, in an address, urged upon the teachers before him not only the *importance* but the *necessity* of cultivating the sympathetic side of the pupil's nature, i. e., cultivation in music and art.

It is with this thought in view, the relative importance of music to the other branches taught in our schools, that we have mapped out the course and given the instruction.

The musical department comprises two lines of work, Vocal and Instrumental.

Vocal.

In giving instruction in Vocal Music it is the aim to give the pupils an idea of music as a study, of the terms, scales, symbols, tones, etc.

Pupils are taught to read readily at sight and a special effort is made to make the work pleasant and restful as well as instructive.

Instrumental.

The Instrumental branch of the Department of Music offers instruction on the piano (primary or advanced work) and also a course for advanced pupils in Harmony and Composition.

PHYSICAL TRAINING.

J. M. Pierce.

The course in physical training aims to give the students the physical exercise they need for their personal well-being and to furnish them with a system of school gymnastics and with the principles governing physical education. So far as practicable, these personal and professional aims are reached by the same exercises.

The most immediate aims are the health and recreation of the students in their daily work. A more remote, but still very important end, is the neuro-muscular training which educates the whole body to be an efficient and faithful servant of the mind.

Physical Training is required of students in the Preparatory Department and in the first year Normal, and is optional with other students. A large gymnasium, well-equipped with American light apparatus and with German and Swedish stationary apparatus, offers ample opportunities for indoor exercise and class drills. The spacious campus affords adequate facilities for outdoor sports. The young men have base ball and foot ball teams, which are subject to the regulations of the Department of Physical Training. Track athletics are engaged in by those who prefer individual exercise, and a number of tennis courts have recently been laid out.

No pains and expense have been spared to make physical training attractive and all students are encouraged to devote a part of their time to such exercise. Gymnasium games, like basket ball and volley ball, constitute an important part of the regular course.

For class work, all students are required to provide themselves with gymnasium slippers and the young women wear a

special costume which affords the necessary freedom of movement and saves their ordinary dresses.

Students who have not completed the requirements, but have been excused from gymnastics on presenting a physician's certificate of disability, or for other special reason, will be required to be present at class exercises one hour a week.

LIBRARY.

BESSIE MILNER THOMPSON, Librarian.

The School has a complete set of books of reference—cyclopedias, biographical dictionaries, gazetteers, atlases, etc. Some of these are placed in the assembly hall, and in the several recitation rooms, so that the students may more conveniently consult them at any time.

The library and reading room occupies a spacious room on the ground floor of the library and science building and contains at present 15,160 volumes, including a professional library for teachers. This number is yearly increased. Besides the books in cases the library is supplied with about 100 of the best current magazines and papers, both American and English. To these the students have free access. At the close of each year the volumes of magazines are bound, after which they are regularly entered and placed on shelves along with the other books.

Classification and Catalog.

The books are classified and arranged on the shelves according to the Dewey decimal system. Each book has a class number ranging somewhere between 0 and 999. Of these numbers there are ten general divisions as follows: General

works, 000-099; Philosophy, 100-199; Theology, 200-299; Sociology, 300-399; Philology, 400-499; Natural Science, 500-599; Useful Arts, 600-699; Fine Arts, 700-799; Literature, 800-899; History (including Biography, Geography and Travels), 900-999. Each book bears a label, upon which is written the class number and the first three letters of the author's name. Books having the same number are grouped together and arranged alphabetically by the letters on the lower side of the label.

The library contains now a complete catalog of authors, titles, and subjects. All readers have unrestricted use of the catalog. The subject cards are particularly helpful, for they index not only the subject-matter of books as a whole, but also important chapters and parts of books. A good library catalog is invaluable. It makes the knowledge contained in books vastly more useful because more accessible.

Rules and Regulations.

The library is open from 8 to 3:30 each school day and from 8 to 12 a. m., on Saturdays.

Pupils reading in the library are expected to enter the room at the beginning of the hour and remain until its close, unless excused.

Two books (other than fiction) or one work if not in more than three volumes, may be taken at a time and then renewed for two weeks, provided there is no special demand for the books. Only one book of fiction may be taken out at a time. A book that is used as a help for class work may be kept out for one night only.

Cyclopedias and general reference books, magazines and other periodicals are not taken by students from the library.

All books must be charged at the librarian's desk before being taken from the room.

When a book is returned it should be left on the librarian's desk, with a slip of paper bearing the name of the person returning the book inside the front cover.

Conversation and conduct inconsistent with quiet and order are prohibited; this applies to intermissions as well as school hours.

At the beginning of each term new students are formed into classes and instructed in the use of the library. This instruction is given at three different periods: First the location and use of books of general reference is taught; the second period is devoted to instruction in the use of the card catalog; and at the third period the use of the magazine indexes, Poole's and the A. L. I., is taught.

THE PRACTICE SCHOOL.

This department consists of nine grades, corresponding to the nine grades of the average public school.

In these grades the students of the Normal department do most of the teaching. This teaching is done under the immediate supervision of the superintendent and critic teachers, namely:

James Kirk, Superintendent.

J. T. Ellis, Critic Teacher, seventh and eighth grades.

Adda P. Wertz, Critic Teacher, second three grades.

A. Esther Wilson, Critic Teacher, first three grades.

Mabel K. Peters, Teacher of ninth grade.

Course of Study.

STUDIES.	1st Year			2d Year			3d Year			4th Year			5th Year			6th Year			7th Year			8th Year			9th Year		
Terms	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Reading	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*
Lang. and Lit'r'ture	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	.	.	.	*	*							
Grammar	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	*		*	*	
Writing and Draw'g	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						
Geography	.	.	.	.	.	.	*	*	*	*	*	*	*	*	*	.	.	.	*	*	*	.	.	.	*	*	
History	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	*	*	.	.	.	*	*	*			
Arithmetic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*			
Spelling	*	*	*	*	*	*	*	*	*	*	*	*	.	.	.	.	.	.	.	.	.	.	.	.			
Science (general)	*	*	*	*	*	*	*	*	*	*	*	*	.	.	.	.	.	.	.	.	.	.	.	.			
Physiology	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*			.	.	.	*			*		
Physics	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.		*		.	.	.		*			.	.
Botany	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.			*	.	.	.	.	.	.			*
Physical Training	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.		.	.
Music	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.		.	.
Composition	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.			*			*		*	*
Word Analysis	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*		
Constr'ctive Geom'y	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	½	
Elementary Algebra	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.		½	*

Tuition.

First three grades, free.

All other grades; fall term, $4; winter and spring terms, $3 each.

Syllabus of Work.

In the Primary School the studies are more concentrated than they are in the higher grades. No one study excludes the others. Each is largely included in all and all in each.

Picture-making with pencil and water-colors is encouraged throughout all the grades. This is used as a means of expressing thought. Water-colors have been found to be especially useful in science work.

Reading.

First Year.—Literature and science work are made the basis for the reading until the first part of the reader is mastered. Then a primer is taken. Supplementary work frequently introduced.

Second Year.—An Advanced First Reader. Harper's Second Reader. Baldwin's Second Year Reader. Supplementary work.

Third Year.—Harper's Third Reader. Stories of Indian Children. Supplementary work from various sources.

Fourth Year.—Harper's Fourth Reader. Stories of Ulysses, and the Pilgrim's Progress.

Fifth and Sixth Years.—Entire selections from standard authors are used as the text for reading. Care is taken to develop a love for the best literature, that by this love the child may be guided in his after reading to select the best books. The books used in these grades are: Hiawatha, Ruskin's King of the Golden River, Tanglewood Tales, Irving's Sleepy Hollow, Lowell's Al Fresco, Francilon's Gods and Heroes, King Midas, and others of like grade.

Seventh Year.—The pupils are introduced to the choicest American literature.

The objects of the instruction are: (1) To secure a free and natural expression of the matter read. (2) To implant in the children a love of good literature. (3) To form the habit of pure and noble thinking.

To connect the reading work with the language work, the children are frequently required to reproduce, in whole or in part, a written account of what has been read.

Eighth and Ninth Years.—The general aims and the plans for carrying them out, in the reading of the seventh year, are followed in the eighth and ninth years. The work partakes more of the nature of literary work than in the previous years. More use is made of the pupil's knowledge of geography, history, and grammatical structure, than in the seventh grade.

The selections used in the seventh, eighth and ninth years are subject to some change in choice, but the following will be included in the list for the next year: Hawthorne's Wonder Book; Rip Van Winkle, and other selections from the Sketch Book; Sharp Eyes and Other Papers, by Burroughs; Autobiography of Franklin; Snow Bound, and other poems by Whittier; Evangeline; Lady of the Lake; Lamb's Tales from Shakespeare; Lays of Ancient Rome.

Language and Literature.

First Year.—Language is a training that should result in correct and fluent use of English. The first steps towards this end are, teaching correct sentence forms, and corecting prevalent errors.

The material for this drill is partly furnished by the children as they report daily on the things they see and hear (field observations), and as they retell stories told them. Idioms of our language are taught through object lessons and literature related to nature study. Memory gems suited to the season are a part of the daily work.

Second Year.—The work of the second year is similar to that of the first, except that the children are required to do

more written work. Aesop's Fables, and stories of familiar animals, are used chiefly for the language. Many of these stories are reproduced in writing; but before the children are asked to write, the forms of words are made familiar to them, and also such technical points as will be needed to put into correct form the story they are asked to write.

Third Year.—Language lessons are carried along on two lines, oral and written. Conversation forms the basis of the first, and dictation exercises and short essays, of the second.

The written part of the science lessons is done as language; the oral finds place in any recitation to which the facts are applicable.

The literature of the year is taught by outlines suggested in the State Course of Study.

Fourth Year.—Similar work to that of the third, using Tarbell's Elementary Language Lessons, Part I, as a text-book; but supplementing the language work with literature work, as before. Robinson Crusoe we find easily adaptable to this purpose, as is also the Stories of Ulysses.

Fifth Year.—Buck's Elements of English Grammar is used as a text-book. Besides this work, two other lines are carried on: (1) Reproduction of stories taken from Bulfinch's Age of Fable, Hawthorne's Tanglewood Tales, and other similar sources: (2) The analysis of poems. This is done under the direction of the teacher while speaking the stanzas of the poems, one by one. The graphic mental picture made while reciting concentrates the thought so that the words are readily recalled. Afterwards, the selections are reproduced from outlines prepared by the teacher.

Sixth Grade.—In the sixth grade, the use of Buck's Grammar is continued, and the principles previously learned are applied in the preparation of written work on subjects taught in this grade—i. e., Biography, Literature, and Science.

Seventh Year.—The language work is studied under the following heads: The sentence, kinds; margin, paragraph,

punctuation; letter-forms, abbreviations, quotation marks, synonyms, parts of speech and their inflections, structure of the simple sentence, business forms, paraphrasing, and easy writing on familiar subjects, arranged in logical order.

Grammar—*Buck.*

Eighth and Ninth Years.—The aim of the grammar work is to enable the pupil to think readily in the forms of the correct English sentence.

As the sentence is the unit of thought, so it should be the unit of work for the pupil. Short, easy sentences are studied and enlarged by addition of word, phrase, and clause elements.

All those principles of grammar that affect the use of our language are thoroughly studied, and much practice in correct use is required. This includes the structure of simple and complex sentences, and the study of the modifications and relations of the parts of speech. Frequent exercises are given in composition work.

Composition.

Seventh and Eighth Years.—In the seventh and in the eighth year a term is given to distinctive composition work. The purpose is to aid the pupil in forming the habit of logical, continuous thinking, and of clear, vigorous, complete and easy expression. The subjects are taken from nature and from the studies and reading of the pupils.

Ninth Year.—Here, an elementary book on composition is used, and the general line of procedure, indicated above, is followed. Special attention is given to the paragraph and to the forming of outlines.

Writing.

First Year.—At first the children are given drill in free-arm movements at the blackboard by a series of graded exercises; these are followed by mere copying of words learned in

the reading and other lessons, while practice upon letters is added as soon as the class is prepared for such work.

Second Year.—Special drill on all letters, large and small, in the order of the alphabet. Peculiar joining of letters. Daily drill in free movement exercises.

Third Year.—The small letters in allied groups. Peculiar joinings and words difficult to write. Capital letters in allied groups. Daily exercises in free movement. A copy book is introduced.

Fourth Year.—Continuation of the work of the third year. Write names of persons and places learned in other studies; as, language, reading, geography, etc.

Fifth Year.—Review of the work of the previous year. Knowledge acquired used in copying choice selections of poetry and prose.

Sixth Year.—The work as outlined in the State Course of Study is carefully given.

Seventh Year.—The aim throughout the year is to have all the work done with the muscular movement, to have the pupils acquire the style of writing which shall be theirs when they are grown, and to be able to arrange in good form the usual papers written in social and business life.

To attain this, there is daily practice upon movement exercises, many of which are combinations of the letters.

Drawing.

First Year.—Study of form and color. Type forms used are: Sphere, cube, cylinder, hemisphere, square prism, right-angled triangular prism, and the tablets derived from them; the circle, square, oblong, semi-circle, and triangle. These types, with the forms based on them, are modeled in clay.

The child is guided in a study of nature and his observations are represented by drawings.

He is also led to express his ideas through the medium

of color. The six colors: yellow, red, blue, green, orange, and violet, are taught, and simple forms as the apple and orange, flowers and leaves, are painted.

Simple stories are recited and the child's imagination is brought into play as he reproduces the story in picture form.

The aim of this work is to train the child's perceptive faculties and to give him a means of expressing his ideas. It is to be a help to him in all his studies, and is taught with this in view.

Second Year.—The work of this year follows the same plan as that of the first year, and the same objects are held in view.

The type forms are the equilateral, triangular prism, the ellipsoid, ovoid, cone, and pyramid, with the tablets derived from them, ellipse, oval, and triangle.

Third, Fourth, Fifth, and Sixth Years.—The work of these grades consist of the first six books of Prang's Elementary Course.

The classes do some clay modeling of fruits, vegetables, nuts, leaves, and flowers.

Regular work in color is done, and among the objects painted are lemons, apples, bananas, radishes, buttercups, tulips, Japan quince, pansies, and butterflies.

Simple designs are also colored.

Eighth Year.—Prang's Elementary Course, Nos. 7, 8, and 9.

Drawing is studied under three heads:

Construction.—Drawings made from objects, showing two, then three views; also sectional views. Instrumental work, problems applied in working drawings.

Representation.—Drawings from objects. Arrangement of groups, work, freehand. The aim is to teach the pupils to see correctly, and then, by practice, to give them the ability to express what they see.

Decoration.—Drawing of leaves and flowers from nature—arrangement of design.

Geography.

First, Second, and Third Years.—During the first two years many facts taught in language, drawing, and number, constitute the basis of the formal study of Geography, which is begun in the third year. Some of these facts are impressions of forms from handling and molding solids; ideas of surface; direction; points of compass; location (place), and position; lines, measures.

In the third year the formal study of Geography is begun by further developing ideas of color, form, distance, direction, and by reviewing the points of the compass. Distances and lengths are actually measured, and after much practice with the unit of measure, the children are tested as to their ability to judge of these by the eye alone.

Plans of the school-room and school-yard are drawn, and the idea of drawing to a scale is developed. Maps of the town and immediate vicinity are made from the children's own observation. The township, county, and state are taken up and drawn in regular order. Frye's Brooks and Brook Basins is the foundation for the work in the latter half of the year.

Fourth Year.—Frye's Primary Geography is the text used, while books of travel and science are placed in the hands of the children.

Fifth Year.—Butler's Elementary Geography, and King's Geographical Reader (Second book) are used as the basis for work in this grade. Modeling with chalk and with sand are here introduced.

Seventh Year.—The pupils use a complete descriptive geography as a basis of study. The work takes up the notions of position, form, direction, distance, etc., as a means of developing concepts with which to work intelligently when the study becomes one of imagination. Much map drawing is required, and modeling with chalk and pulp. Geographical readers, cyclopedias, magazines, etc., are used freely in supplementary reading.

Ninth Year.—Two terms of the year are given to this work. The geography of place is emphasized, and the work becomes very largely one of helpful representation. The aim is to give the pupil useful knowledge of the world as the home of the various classes of men.

History.

Sixth Year.—In the sixth year a primary history of the United States is studied with special reference to the manners and habits of the people, the character of individuals, the moral lessons to be gained, and the acquisition of stories for use in language lessons. In connection with colonial history Hiawatha and Miles Standish are read.

Biographies of noted Americans, such as Washington, Franklin, and Lincoln, are studied. Lines of thought suggested in the history are followed out at home by reading books taken from the library of this department. The text-books used are: Eggleston's First Book in American History, Fiske's War for Independence (abridged), and Scudder's Life of Washington. Topics are selected as suggested in the State Course of Study.

Eighth Year.—The objects in the study of history in this grade are: (1) to gain facts; (2) to fix geographical knowlelge; (3) to train the memory; (4) to teach the machinery of a republican form of government; (5) to present moral lessons; (6) to prepare for advanced history, and for citizenship.

Only those facts should be learned which lead the pupil to a fuller appreciation of his duty as a citizen. Many pupils never go further in school life than the eighth grade. To these should be given a general understanding of the machinery of government.

Arithmetic.

First Year.—Conversation lessons for a few days to determine the child's knowledge of number. The child learns to observe "how many" in objects, actions, and sounds. He is

led to see a two, a three, or a four of objects in and among other objects. Familiar objects in and about the school-room are used. All the fundamental operations in number below eleven are learned the first year. Denominate tables of same unit value as numbers, learned.

The halves of 2, 4, 6, 8, and 10; the thirds of 3, 6, 9; the fourths of 4 and 8; and the fifths of 5 and 10 are learned.

Counting to 100. Roman notation as found in the First Reader. Signs: (Addition, Subtraction, Multiplication, Division), and symbols (figures). Words expressing number, as team, pair, couple, etc.

Speer's work is commenced in the second month and is the basis of training work during the first two terms. The pupil gains ideas of color, form, volume, weight, equality, inequality. Ideas of definite form and size relations. Training of the senses. Estimates of values tested by measurements. Practice in separating wholes into parts and in combining parts into wholes. Exercises in cutting, folding and in combining materials.

Second Year.—Work of first year continued to 20; tables of 2's and 3's completed, and other tables formed as far as 20. Mechanical addition, no column exceeding 9; mechanical subtraction, minuend figures all larger than corresponding subtrahend figures. Rapid work and mental work especially emphasized. Counting, writing, and reading all numbers to 1,000. Roman notation to 50.

Speer's Primary Arithmetic completed. Much cutting and construction work done to a given measurement.

Third Year.—Work of the second year continued to 100. Original problems. Analysis a prominent feature. Fundamental ideas of addition and subtraction. Fractional parts. A primary text-book in the hands of the class. Writing numbers within the limit of 10,000. Addition. The sum not to exceed 10,000. Subtraction. Using numbers within the limit of 1,000. Multiplication—Multiplicand not to exceed three fig-

ures—Multiplier not to exceed one figure. Division—Divisor not to exceed 12. Dividend not to exceed three figures. Much drill given for rapidity in combinations, separations of numbers below 21, and on the multiplication table. Speer's Elementary is used.

Fourth Year.—Fundamental idea of multiplication and division. Drill upon reading and writing of all numbers. Roman notation completed. Multiplication and division emphasized. Analysis of problems.

Fifth Year.—A text-book outlines the daily work, covering, during the year, factors, H. C. F., L. C. M., and fractions.

Sixth Year.—Review fractions, using same text-book as used in fifth year. Take up decimal fractions, United States money, the practical side of denominate numbers, and if possible take the subject of percentage to interest.

Seventh Year.—White's New Complete Arithmetic.—Numbers of things and their relations are the subjects of study. All statements and analyses should correspond as nearly as may be with the relations of numbers as the pupil sees these relations; that is, no memorizing for memory's sake.

Fractions are taught from the actual division of objects, and the principles governing the operations in fractions shown to be the same as those governing the integral operations.

The winter term's work begins with decimal fractions.

The fundamental operations as applied to decimals follow the same principles that apply in whole numbers.

Denominate numbers are studied from measures and weights, which the pupils use in class room, under the direction of the teacher.

The metric system of weights and measures is studied from actual standards. Measurements are made and practical problems solved. Mensuration of surfaces and solids, the system of land surveys by which Illinois was surveyed, and a general review, occupy the spring term.

Eighth Year.—Same text-book as in previous year. The arithmetic work of this grade begins by reviewing rapidly the work gone over in the spring term of the seventh grade. This review occupies two or three weeks. The work properly begins with percentage. The pupils are brought as near as possible to the real subject of thought. Notes, partial payments, the problems of simple interest, stocks, exchange, equation of payments, and analysis are subjects of study.

Constructive Geometry and Elementary Algebra.

Ninth Year.—The fall term and half of the winter term are given to the study of Constructive Geometry. This study tends to lead the pupil to rely on his own resources, to systematize his knowledge so that he may use it effectually, and to gradually induce such a degree of self-reliance as enables him to continue his studies with increased satisfaction. The pupils illustrate their theorems with forms of their own construction.

The second half of the winter term and the spring term are given to work in Elementary Algebra. The aim is to familiarize the pupil with the idea of general quantity, the service of convenient symbols to express it, and the use of the equation with one unknown quantity in the solution of problems.

Spelling.

About the fifth week of school, phonic work is begun with the first grade and carried through the year: ten minutes daily.

About the eighth week, spelling is introduced and carried through the year. The words are chosen from all the other lessons, and fifteen minutes each day are devoted to the exercise.

The work is conducted somewhat differently in the upper grades, but the general plan is carried through the first four years. After the fourth year, spelling is taught only in connection with various lessons.

Science.

The subjects chosen are in connection with growing nature, and are correlated with literature, language, and other studies, and every sort of science is included. The object of the lesson is a training of observation and a foundation for advanced work.

The sixth grade uses a text-book in the study of elementary physiology, physics, and botany during the three terms of the year, as indicated in the course of Study.

Botany.—*Gray's How Plants Grow.*—Spring Term.

Seventh Grade.—While a text-book is used in this work, the principal part of the work is with leaves, buds, flowers, stems, seeds, etc. Excursions are made into the woods near by, and many flowers gathered. These are analyzed in a simple way, drawn, and pressed.

Physiology.—*Stowell's A Healthy Body.*

Eighth Grade.—The skeleton, muscles, skin, etc.; digestion, absorption, and assimilation; circulation, respirations, etc., nervous system; special senses, the organs connected with these.

During the first few days the skeleton is studied without the book, to give a better basis for the study of the organs of the body.

Ninth Grade.—In this grade the work will correspond to that of the preparatory class in the Normal Department.

Physics.—*Shaw's Experiments.*

One term is spent in the study of a few phenomena, which may be illustrated by simple experiments. The pupils observe the experiments, and then write out and give in class, explanations of: (1) apparatus; (2) manipulation; (3) manifestation; (4) conclusions.

Physical Training.

Physical training alternates with science. Work in the Gymnasium one day each week. Games taught under the supervision of the special teacher.

LITERARY SOCIETIES.

During the first term of the first year of the Institution the Zetetic Literary Society was organized. Later in the year a sister organization was planned for and in due time was thoroughly established and christened the Socratic Literary Society. Not many years since two new societies were organized by the faculty, but it seemed difficult for them to compete with the two older ones, because of their prestige of age and historical advantage, so in the course of a few years they were disbanded. Since then the two remaining organizations have met the demands of the school. These have a large membership and are well attended.

During the early part of the spring term of last year they gave a joint exhibition which netted them each a neat little sum, which was added to their general funds from which each appropriated fifty dollars toward the purchase of suitable stage fixtures for the Assembly hall consisting of a beautiful curtain, flies, wings, and an elegant frame structure for supporting these.

The most elaborate exhibition of what these societies are able to do is annually given to the public during Monday and Tuesday evenings of Commencement week.

The varied programs of these literary societies add very materially to the work of the English department in securing additional practice in the delivery of original and other matter, and in the opportunity for becoming acquainted with parliamentary usages, thus fitting the Normal student for more intelligent service in the community where he may labor.

The faculty and Board of Trustees foster with much care the best interests of these valuable adjuncts to the literary work of the institution. Their usual time of meeting is on Friday evening of each week in halls elaborately furnished by the University and the members themselves.

Agreement to Teach.

Those who receive free tuition are required to agree to teach in the schools of Illinois as many months as they are students in the University, provided an engagement to teach can be obtained with reasonable effort. This is a serious pledge, and should not be lightly taken. Students are required to report to the President of the University every year until this agreement is fulfilled; and, also, in case they enter permanently any other profession, to refund the tuition so received. Graduates, especially, are required to make an annual report of their work and place of residence.

The following is the form of the agreement required:

"In consideration of gratuitous instruction received in the Southern Illinois State Normal University, I pledge myself to teach in the public schools of this state for a time not less than that covered by my attendance on the school; however, this pledge shall be void, provided engagements to teach cannot be secured by reasonable effort. And I hereby agree to report annually to the President of the University, stating the number of months taught, until this pledge is fulfilled. In case I permanently engage in some other occupation, and do not teach the required number of months, I promise to pay the difference between the regular tuition and the incidental fee for the remaining time."

Standard of Intellectual and Moral Character.

When it is evident that one who has taken the pledge to teach can not for any reason become a good teacher, it becomes a duty to advise him to withdraw from the school or to require the payment of tuition.

It should also be understood that the institution does not receive, nor retain, students whose immoralties render them unfit associates for the young people who attend this school.

The requirement that new students shall present testimonials of good reputation and character is not a mere formal request, but a matter vitally connected with the good order and the progress of the school. It is a helpful influence for a young person to know that someone has vouched for his character. He strives to be worthy of such endorsement, and endeavors to sustain the good word of friends.

Accredited High Schools.

For some years the Southern Illinois Normal has used the list of accredited High Schools prepared by the University of Illinois. Since the State University has discontinued the publication of such a list, this institution is planning to become acquainted with the High Schools of Southern Illinois, so as to be able to give proper credit to those departments of any of these schools where satisfactory work is done.

In order that this may be fairly done, quite a constant care is required as the teachers of these departments and grades change frequently, hence the character of the work varies from year to year. In cases where the entire course in these High Schools is well and favorably known a credit of one year is allowed; and where a student has graduated from a four year's Latin course, even a greater credit is granted, depending upon the strength of the student.

FOURTEENTH SUMMER SESSION
Southern Illinois State Normal University

The Fourteenth Summer Session of the Southern Illino Normal University will open on June 17, and close July 2 1901. The plan of doing regular work, for which credits a allowed, has proved satisfactory in a large measure, and mee the demands of many ambitious students who desire to tak advanced standing and to bring up back work; also of thos who are unable to attend a training school during its regula session.

To students who desire to make credits, but two studies a allowed, unless by special permission a review may be adde Since the length of the term is one-half that of the regula terms, to make credits the number of studies is one-half th number allowed in other terms.

However, the review classes will accommodate those wh desire to do irregular work and take a greater number c studies.

LIBRARY AND LABORATORIES.

The library and laboratories of the school will be in use fo the benefit of the students. These are most valuable aids i prosecuting the work of the special term.

STATE CERTIFICATES.

Special opportunities will be offered those preparing t take the state examination in August next.

LECTURES.

Thursday evening of each week will be devoted to a serie of lectures on educational topics.

TUITION.

No tuition will be charged. An incidental fee of one dollar, one-half that of the regular twelve-week terms, will be the only expense connected with the session as far as instruction is concerned. A laboratory fee of fifty cents will be charged in the department of physics and chemistry.

BOARDING.

Good board may be obtained in private families at from $3 to $4; in clubs, for $2.50 to $2.75 per week.

SOCIAL PRIVILEGES.

In addition to the evening lectures, a number of receptions or socials will be held for the pleasure of those attending the summer session. School people should not neglect this essential element in general culture.

COMMENCEMENT.

Since the session follows so closely upon the close of the regular school year, those who contemplate attending the extra term would find it very pleasant to come on the ground as early as June 13 and enjoy the regular commencement exercises. The annual address, by the Rev. Robert McIntyre, of Chicago, will be well worth the extra expense incurred by coming a few days in advance. The annual reception by the board of trustees and faculty is regarded as an evening of much interest.

CHURCHES.

The several churches of Carbondale extend a most cordial invitation to all students of the session to worship with them during their sojourn in the city. Students are invited to become identified with the social and religious life of the city.

INDEPENDENCE DAY.

The regular work of the session will be discontinued during the Fourth of July. The members are urged to celebrate, as

far as possible, the nation's independence in an appropri manner. The teachers of our land should be the last to beco indifferent regarding the proper recognition of Independe Day. The spirit of patriotism must be nurtured by those w teach.

SOUTHERN ILLINOIS TEACHERS' ASSOCIATION.

This organization will hold its annual meeting in DuQu on June 26-28. The summer session will adjourn one day, t teachers may be able to attend.

N. B.—Those contemplating attending the summer sess will please write indicating their preference in work. T work in each department may be modified more or less to m the demands of those who attend.

SYLLABUSES OF DEPARTMENTS.

Psychology.

D. B. PARKINSON.

Following very largely the plan of the regular terms of the stitution, the work in this department will be offered in two ades, the B and the A.

In the B class the matter will be presented in the manner opted by McLellan and Dewey in "Applied Psychology," giv- g special emphasis to the vital relations existing between ychology and pedagogy. A thorough discussion of the art of estioning educational maxims and pedagogical principles ll be encouraged.

The A class will confine its effort to a more elaborate dis- ssion of the generic and specific powers of the mind, follow- g somewhat the order chosen by Davis in his "Elements of ychology," which will be the text used.

Pedagogy and School Law.

JAMES KIRK.

Opportunity will be given to students to do work in peda- gy covering the requirements of the several terms assigned it in the school course of study.

Briefly, this comprises the function, organization and man- ement of the school; the stages and the principles of mental velopment; the purpose and the method of the recitation; e significance of habit and the formation of character; the story of education; and the philosophy of education. New udents can find more extended description of the work of the veral classes in the catalog of the school. If the conditions

of the summer session should seem to require variation from the work of the regular terms, change can be made; and it may be understood that work of value equal to that of any regular term will receive the credit which is given to the work of that term.

The school law of Illinois will be studied. Of the rights and duties even of teachers there is embarrassing ignorance among school workers. The privileges and obligations of teachers, and the requirements of all officers connected with our school system, will be as thoroughly considered as the length of the term will permit.

Elocution, Rhetoric, and Literature.

H. W. Shryock.

This department will offer the following courses:

(A) Elocution.—Text-book, Hamill.

(B) Rhetoric.—Text, Cairn's Forms of Discourse. Each student will be required to prepare six themes.

(C) A course in English Fiction; illustrative material drawn from Tom Jones, Clarissa Harlow, Robinson Crusoe, Ivanhoe, David Copperfield, Vanity Fair, Silas Marner, Last of the Mohicans, and Marble Faun.

(D) Course in Technique of English Poetry.—Texts, Corson's Primer of English Verse, Lanier's Science of English Verse, illustrative material drawn from Syle's "Poetry from Milton to Tennyson."

English Grammar.

Martha Buck.

This department offers the following work:

(1) Grammar B.—This class is for those who wish to study that they may obtain a better knowledge of the science of grammar. The first week will be given to the principles of analysis; the second, to the classes, properties, and inflections of nouns and pronouns; the third, to the classes and properties of

ıe finite forms of verbs; the fourth, to the uses of auxiliary erbs, and to conjugation; the fifth, to infinitives and partiiples; the sixth, to punctuation.

(2) Grammar A.—This class is for those who have a good nowledge of grammar, but wish to consider how to teach it to thers. Methods and devices will be studied for the work in ınguage and grammar through all the grades. The State ourse of Study is the guide in this work.

(3) English Analysis.—This work is for those who have a nowledge of grammar and rhetoric. The class will consider ntire productions, and study English idioms from a logical nd rhetorical standpoint. A thorough study of abridged forms ith their related inflections will constitute half the required ork.

Mathematics.

SAMUEL E. HARWOOD.

Arithmetic C.—Will be a special class organized for those ho do not wish to make credits on the course. The topics mphasized will be percentage, proportion, metric system, and ıensuration. Rapid solutions and good forms will be required.

Arithmetic B.—Is the regular arithmetic in the Normal ourses, and covers the theory of the subject with sufficient roblems to illustrate the various principles. This work is for tudents already pretty well grounded in ordinary arithmetic. 3eman and Smith's Higher is the text.

Algebra C.—Well's Essentials is the text. The work covers ıatter to simultaneous equations. The fundamental processes, arenthesis, laws of signs, principles of factoring, the uses of ractions, and the value of axioms, are the most important hases of the work.

Geometry C.—Is the first half of Wells' Essentials, plane eometry. Clear definitions, close reasoning, and skillful con-

structions will be sought. Original theorems will receive much attention.

Advanced Work—Will be given wherever the demand is sufficient and the time will allow.

Biology and Physiology.

GEORGE H. FRENCH.

Zoology.—The basis of this work will be the new work by Parker and Hazwell, the American edition. Classification supplementary to the book will be given, from charts based largely on the foreign books by the same authors, explained by lectures. On the first day of each week an outline of the week's work will be given, using the charts and book for illustration, or some animals, as may seem best. The work the next three days will be a study of animals representing the portion of the work under consideration. Friday will be quiz day.

A lower grade of work in zoology will be offered, in which the new work—Elementary Zoology—by Davenport, will be used. There will be a minimum of classification in this. It will be mostly observation work, with the book as a basis.

Animal biology will be wholly laboratory work, in which at least two hours a day should be used. Botany and physiology as last year.

Latin and German.

C. E. ALLEN.

Latin Lessons.—About forty lessons from Collar and Daniell's First Latin Book will be completed. Special attention will be given to quantity and pronunciation. Pupils who have never studied Latin before may enter this class, and those desiring a review of first year work will also be admitted.

Viri Romae and Nepos.—Three lives from each work, mak-

ing altogether about forty pages of text, will be read. Prose composition based on the reading and a systematic study of Latin grammar will be required. This course is open to pupils who have completed at least one year's work in Latin.

Cicero.—This course will consist of three orations of Cicero with oral prose composition daily, and written prose about once a week. The members of the class may select the orations to be read.

German—Collar's Shorter Eysenbach and Guerber's "Maerchen und Erzaehlungen," Vol. I., are the text-books required for this course in beginning German. About fourteen lessons from the Eysenbach will be completed, and several stories from Guerber will be read. More than ordinary attention will be given to German conversation in the class-room.

Physics.

W. B. Davis.

Text.—Hoadley.

The course offered for this summer sessison is A Physics. This includes Magnestism, Electricity, and Light. Should ten or more apply for B Physics, that course, including Properties of Matter, Mechanics of Solids, Liquids and Gases, will also be given.

Students desiring to make a grade on the records of the University must devote four hours per day to the subject, at least three of which must be given to laboratory work.

Recent additions in apparatus and in tools have increased the facilities for individual investigation and for constructive work.

A laboratory fee of fifty cents each will be charged those who enter these courses.

Geography and History.

GEORGE W. SMITH.

This department will offer work as follows:

B Geography.—The work in this class will be confined to the study of South America, Eurasia, Africa, and the islands of the old world.

The order of study for each division will be:

1. Physical features.
2. Climatic conditions.
3. Resulting life.
4. Productions and occupations.
5. Political division.
6. Government, education, etc.

A Geography.—This work is a discussion of methods and will be considered under these heads.

1. Survey of subject matter.
2. The sense phase of geography.
3. The representative phase of geography.
4. The rational phase of geography.
5. The course and lesson outlines.

B History.—In this class a regular text, Channing, is used. The general topic for the term's work will be "The Development of Nationality." The following are the subdivisions:

1. The making of the Constitution.
2. The organization of the Government under the Constitution.
3. Foreign relations from 1789 to 1824.
4. The tariff and finances.
5. The slavery agitation.
6. The civil war.
7. Reconstruction.

A History.—This is a discussion of methods in History. The text is Mace. The sub-topics are:

1. General nature of history.
2. Processes of organization.
3. Application to United States history.
4. The elementary phase of history work.

PROGRAM OF EXERCISES.

(FOR SUMMER SESSION.)

TEACHERS..	Parkinson.	Buck.	French.	Smith.	Harwood.	Allen.	Shryock.	Kirk.	Davis.
ROOM.....	20	11	31	15	8	24	17	10	33
7:45.....	Office.	Library.	Zoology.	B Geog.	C Algebra.	F Latin.	Rhetoric	E Pedagogy	
8:45.....	Library.	B Gram.	Botany.	A Geog.	C Geom.	I Latin.	Eng. Lit.	D Pedagogy	A Physics
9:45.....	ASSEMBLY HOUR ART ROOM.								
10:00.....	B Psychol.	A Gram.		B History	Library	I German.	Elocution	C Pedagogy	A Physics
11:00.....	A Psychol.	Eng. Anal.	Physiology	A History	B Arith.	L Latin	Eng. Auth.	Library	B Physics
12:00.....	NOON RECESS.								
2:00.....	Office		Biology		C Arith.		Library	School Law	
3:00.....			Biology			Library			

8:00 p. m....Lectures on Thursdays in Art Room. President's Reception Saturday Evening, July 20.

TEXT-BOOKS.

American Literature—Hawthorne and Lemmon. Mathews.
Algebra—Wells' Essentials.
Arithmetic—Hall Part III; Beman & Smith.
Astronomy—Todd.
Bookkeeping—Williams and Rogers.
Botany—Gray's School Field Book, and Campbell.
Chemistry—Williams.
Civil Government—Hinsdale.
Elocution—Hamill.
English Literature—Painter, Corson, Brooke, Minto.
Geography—Frye and Natural.
Geology—Le Conte.
Geometry—Wells' Essentials of Plane and Solid.
German—Collar's Shorter Eysenbach.
Maerchen und Erzaehlungen I., Guerber.
Composition—Harris.
Immensee—Storm.
Im Zwielicht—Baumbach.
Höher als die Kirche—Von Hillern.
Die Journalisten—Freytag.
Wilhelm Tell—Schiller.
Minna von Barnhelm—Lessing.
Die Harzreise—Heine.
Hermann und Dorothea—Goethe.
Lyrics and Ballads—Hatfield.
Grammar—Buck's Elements.
Buck's Grammar.
Greek—"The Beginner's Greek Book."—White.
Memorabilia of Socrates.—Robbins.
Iliad—Seymour.

History—American—Channing and McMaster.
English————
General—Myers.
Latin—"First Latin Book"—Collar and Daniell.
A Junior Latin Book—Rolfe and Dennison.
New Latin Composition—Daniell.
Cicero—Allen and Greenough.
Cicero—Essays—Kelsey.
Vergil—Greenough and Kittredge.
Latin Grammar—Bennett.
Ovid—Peck.
Methods in History—Mace.
Mineralogy—Foye.
Orthography—"National Speller and Word Book."
Pedagogy—Hewitt, and Halleck.
Compayre's Psychology Applied to Education.
Rosenkranz's Philosophy of Education.
White's School Management.
Penmanship—Merrill.
Phonics—De Garmo.
Physical Geography—Davis.
Physics—Avery. Gage's First Principles—Avery—Sinnott.
Physiology—Tracey.
Psychology—Ladd, McLellan and Dewey, Davis.
Reading—New Franklin Fifth.
Rhetoric—Genung, Cairus, Keeler.
Trigonometry and Surveying—Wentworth.
Vocal Music—Normal Course—(Tufts & Holt).
Word Analysis—Swinton.
Zoology—Holder (B); Dodge (A).

ROSTER OF STUDENTS.

Practice Teachers.

The figure following the name indicates the number of terms which the teacher has taught in the Practice Department during this school year.

Anderson, Daisy (½)
Beckemeyer, Harry 1
Boggs, Vivian 1
Bonham, Eunice 2
Bonham, Archie 1
Brandon, William 2
Brewster, Hallie 3
Brubaker, Marvin 2
Brush, Bessie 3
Burton, A. H..... 2
Creal, Retta 1
Cross, Flora 1
Crow, Eleanor 1
Curtis, Fay 1
Cutter, Kate 2
Daniel, J. Frank (⅔)
Davis, A. Clare 2
Ellis, Winifred 1
Ernest, Reuben 1
Felts, Loren 1
Fraser, Agnes 1
Gain, Effie 1
Gaston, William 1
Grater, Harry 2
Gubelman, Lily 1
Gurley, Malcomb 1
Harper, Owen E..... 2
Hays, Herbert 1
Hester, Edna 1
Hill, Jennie 1
Hinkley, Agnes 1
Hobbs, Thomas 2
King, Leslie 2
Lee, Ardell 2
Lee, Arthur 1
Look, Alberta 3
Maxwell, Delpha 1
McConaghie, Elizabeth 1
Miller, Effie 1
Miller, Stacy (⅓)
Mitchell, Jennie 1
Neely, Thomas 1
Norfleet, B. Frank 1
Ozment, W. L..... 1
Phillips, Adell 1
Presson, William 1
Reed, O. M..... 1
Schmalhausen, Winifred ... 2
Schwartz, Chester 1
Singletary, Karlena 2
Skaggs, W. W..... 3
Smith, Ada 1
Smith, Henry W..... 1
Stockton, Gosper 1
Stotlar, John 2
Sutherland, Daisy 1
Sutherland, Dora (½)
Teeter, Lillian 2
Temple, H. W..... 1
Weems, Bertha 1

Wehking, Rose 1
Wells, Nettie 1
West, William 1
Whitlock, Minnie 1
Wilson, Harry 1
Wilson, William P..... 1
Woods, Lulu 1

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Post Graduates and Special.

NAME.	RESIDENCE.
Jenkins, John H.	Cobden
Jones, David O.	Creal Springs
Judy, Stella Mabel	Sumner

Seniors.

NAME.	RESIDENCE.
Barrow, John V.	Campbell Hill
Brandon, William A.	Makanda
Burton, A. H.	Cisne
Daniel, J. Frank	Mt. Vernon
Davis, A. Clara	Carbondale
Demmer, John	Pinckneyville
Gambill, John M.	Lake Creek
Harper, Owen E.	Carbondale
Launer, Stella M.	Olney
Layman, Thomas J.	Benton
Schmalhausen, Winifred	Olney
Skaggs, William Walter	Marion
Smith, T. B. F.	Carbondale

Normal.

NAME.	RESIDENCE.
Abbott, L. Beatrice	Hutchinson, Kan.
Abbott, L. Ferne	Kansas City, Kan.
Adams, Roy Lee	Crab Orchard
Anderson, Daisy	Anna
Arnold, Frank	Carbondale
Auld, Eleanor T.	Oakdale

NAME.	RESIDENCE.
Baggett, Charles	Shilo, Tenn.
Balmer, Bertha	Olney
Barker, Arthur	Cisne
Barnes, Pearl W	Olney
Barnett, Cyrus S	Wolf Creek
Beaty, Francis M	Marion
Beckemeyer, Harry J	Buxton
Bellamy, John G	DuQuoin
Bennett, Edward	Patoka
Biggers, Mamie	Albion
Black, Fannie	Absher
Black, Roy	Absher
Blake, Rollie	Osage
Blankenship, Myrtle	Foxville
Boggs, Chesley A	Walnut Hill
Boggs, Victor	Kell
Boggs, Vivian O	Kell
Bonham, Archie J	Carbondale
Bonham, Eunice	Carbondale
Bonham, Welcome	Carbondale
Bopp, Julius V	Miley
Bourchier, Clarence	Carbondale
Bourne, Cora E	Wynoose
Bowlby, Charlie	DeSoto
Boyd, Florence	Schuline
Bradley, John M	Moscow
Brainard, Jessie	Carbondale
Brandon, Grace	Makanda
Breeze, Mary	Irvington
Brewster, Hallie	East St. Louis
Brines, Fred H	Lancaster
Brown, Ira A	Fairfield
Brown, L. W	Anna
Brubaker, Marvin D	Salem

NAME.	RESIDENCE.
Brush, Bessie	Carbondale
Brush, Daniel H	Carbondale
Bryan, Eliza	Creal Springs
Burklow, Miles A	Carbondale
Burris, Edith	Vienna
Burris, Ethel	Vienna
Buss, Edward	Olney
Campbell, John A	Carbondale
Carriel, Amelia V	O'Fallon
Carter, Jennie D	Vienna
Case, Sarah E	Johnsonville
Caseley, Lucy L	DuQuoin
Chapman, Katherine	Carbondale
Charlton, Edna C	Salem
Clayton, Arista	New Columbia
Clemens, Sophia	Resort
Cobb, Mamie L	Metropolis
Colvin, Frank L	Olney
Coulter, Elizabeth	Oakdale
Coulter, Grace	Marissa
Cox, Henry L	Ozark
Cox, Loyd F	Ozark
Cozby, Elsie Mary	Jonesboro
Crawshaw, Allen	Carbondale
Creal, Isabel	Creal Springs
Creal, Retta	Creal Springs
Cross, Daisy	Campbell Hill
Cross, Flora	Campbell Hill
Crow, Eleanor	Carbondale
Cruse, Emma	Carterville
Cruse, Robert	Carterville
Curtis, Fay	Carbondale
Custer, H. L	Carbondale
Cutter, Kate	Olney

NAME.	RESIDENCE.
Dailey, Whitson	Delafield
Davis, Thomas	Vienna
Deans, Chester A	Lincoln Green
Deniston, Maurice	Carbondale
Denson, Elbert	Ellis Mound
Dent, Marion	Colorado
DeSart, Minnie E	Hillsboro
Dill, Edith M	Raymond
Dillard, Dolly G	Stone Fort
Donelson, Lina	Creal Springs
Dorsey, C. A	Carbondale
Driskill, Claude	Beaucoup
Duis, Mary C	Dorsey
Duncan, Gladys	Highland
Duncan, Sophia	Highland
Ellis, Beulah N	Carbondale
Ellis, Paul H	Anna
Ellis, Winifred M	Cairo
Elsey, Florence M	Coulterville
Elston, Rannie	Olney
Ernest, T. R	Swanwick
Ervin, Mattie E	Coulterville
Etherton, Charles	Carbondale
Etherton, Julia W	Carbondale
Etherton, Kate	Carbondale
Felts, Lorin	Lake Creek
Fitzgerrell, Jack	Benton
Fleming, Clyde	Noble
Fly, Emmette L	Hudgens
Fogg, Ada	New Columbia
Forsyth, Donald	Carbondale
Forsyth, Willfred	Carbondale
Foss, Ollie C	Helena
Foulks, Mittie	Sidney

NAME.	RESIDENCE.
Fox, Elbert	Carbondale
Fox, Eldo	Carbondale
Fraser, Agnes	Carbondale
Freeman, Clyde S	Gard's Point
Friend, Charles L	Okawville
Fulkerson, Minta	Ozark
Gain, Effie P	Carbondale
Gallegly, Lillie M	Lick Creek
Gallegly, William M	Lick Creek
Galloway, Claude A	Olney
Garrison, Arnold	Garrison
Garrison, Estella	Garrison
Gaston, William T	Cartter
Ghent, Edith M	Carbondale
Goodwin, Maude	Marion
Gore, Don C	Curry
Grater Harry A	Carbondale
Gray, Herbert	Leving
Gubelman, Lily	Sumner
Gurley, Malcolm A	Makanda
Hall, Gertrude J	Wetaug
Halstead Nora	Makanda
Hanes, James S	Olney
Hanes, John F	Olney
Haney, Thomas J	Carbondale
Harper, Bertie	McLeansboro
Harris, Dollie M	Frankfort
Hart, Cora B	Percy
Hartley, Bertha B	Sheller
Hartman, Fannie M	Makanda
Harszy, John W	Freeburg
Hawkins, Lizzie A	Beechwood
Hawley, Alice	Levings
Hayden, Bessie M	Carbondale

NAME.	RESIDENCE.
Hayes, Olive	Carbondale
Hays, Edith	Kell
Hays, Herbert A	Elkville
Heaton, John R	New Burnside
Hester, Edna A	Carbondale
Hewette, Estelle	Irvington
Hickman, James F	Tonti
Hill, George L	Cave-in-Rock
Hill, Jennie	Carbondale
Hill, Parker L	Carbondale
Hiller, J. A	Enterprise
Hinkley, Agnes	BuBois
Hobbs, Thomas M	Carbondale
Holmes, Bertha M	Carbondale
Horner, Mabel V	Chester
Hoskins, Ezekial E	Iron
House, Oscar	Murphysboro
Houser, Mertie	Ashley
Howell, Frank	Carterville
Hughes, Fred C	Carbondale
Hughes, Lettie	Carbondale
Hunsaker, Andrew	Cobden
Hunter, Mate	Springerton
Hunter, Thomas G	Springerton
Hurst, Minnie	Jonesboro
Hutson, Clarence	Downing
Ivy, Charles M	Claremont
Jackson, Arta A	Woodlawn
Johnson, Amos	Wynoose
Johnson, Bertha A	Carbondale
Johnson, Josiah	Tamaroa
Jones, Don C	Carterville
Jones, David	Carbondale
Jones Ed	Olga

NAME.	RESIDENCE.
Jones, Jesse C	Goreville
Jones, Lennie L	Carterville
Jones, Walter C	DuQuoin
Jones, Zetta	Carterville
Kell, Charles S	Salem
Kell, Sherman L	Kell
Keller, Thomas M	Moscow
Kennedy, Annie L	Oakdale
King, Leslie	Anna
Kirk, Mary	Carbondale
Kirk, Vida	Carbondale
LaRue, Claude L	New Burnside
Lasater, Edward W	Thackeray
Lathrop, Mont M	Sumner
Lawrence, Nellie	Raum
Layman, Nelson B	Tamaroa
Leach, Eustace	Golden Gate
Leathers, John	Claremont
Lee, Ardell A	Carbondale
Lee, Charles T	Dix
Lee, Chester A	Carbondale
Lee, David	Villa Ridge
Lee, George D	New Madrid, Mo.
Lewis, Roscoe	Carbondale
Lightfoot, Ella	Carbondale
Lipe, Oma	Bosky Dell
Long, Myrtle M	Carbondale
Look, Alberta L	Collinsville
Lotshaw, Frank W	Zenith
Mackey, J. Frank	Vienna
Manering, Adrian	Osage
Mann, Maggie E	Ft. Scott, Kas.
Marberry, Dan T	Reevesville
Marvin, Fritz	Carbondale

NAME.	RESIDENCE.
Martin, Estella M.	Unity
Martin, Rollo A.	Osage
Mason, Edward B.	Cave-in-Rock
Mason, James McCoy	Cave-in-Rock
Mathews, Gertrude	Marissa
Maxwell, Delpha	Carbondale
Maxwell, Ella	Oakdale
Maxwell, Ida	Carbondale
Maxwell, J. H.	Oakdale
Mayes, Frank D.	Mt. Erie
Mayhew, Fannie	Carbondale
Maynor, Horace	Eddyville
McClanahan, Henry F.	Grantsburg
McConaghie, Elizabeth	Oakdale
McConnaughey, Lela	Waltonville
McCue, J. Edgar	Shawneetown
McDowell, John W.	Springerton
McEndree, Lizzie B.	E. Cape Girardeau
McKinney, Robert	Carbondale
McKinstry, Samuel	Pinckneyville
McMurphy, Carrie O.	Carbondale
Michaux, Ida	Metropolis
Miller, Anna	Carbondale
Miller, Effie M.	Carbondale
Miller, Stacy	Carbondale
Mitchell, Edward C.	Carbondale
Mitchell, Jennie E.	Carbondale
Mobley, Nellie	New Columbia
Modglin, Leonard E.	Ava
Moore, Clifford W.	Calhoun
Moore, Grace	Rising Sun
Mott, Charles W.	Golconda
Moynihan, Laurence A.	White Hall
Muckelroy, Renzo	Mt. Vernon

NAME.	RESIDENCE.
Murray, Chloe E	St. Francisville
Myers, Gail	Cairo
Naumann, Carrie H	Carbondale
Neeley, Thomas T	Azotus
Nimock, J. K	Carbondale
Nolan, John A	Millstadt
Norfleet, B. Frank	Sedan
Oster, Minnie	Mascoutah
Otrich, Charles O	Dongola
Ozment, Lettie	New Hope
Ozment, William Lee	New Hope
Parmley, Indya R	Rock
Parmley, Joseph G	Herrin
Parrish, Mae W	Carbondale
Peace, Charles E	Kell
Peace, William	Kell
Pearce, John V	Middle Point
Peer, Marshall	Ellis Mound
Perce, Clara P	Carbondale
Perry, Oliver	Ellis Mound
Phelps, Jennie	Carbondale
Phillips, Adell L	Hillsboro
Pohlmann, Henry	Plum Hill
Poos, Mattie	Trenton
Porter, Arthur	Centralia
Porter, Jessie M	Centralia
Porter, May	Murphysboro
Presson, William F	Carbondale
Reed, Oliver M	Ware
Rees, Rollie	DeSoto
Reid, Della	Schuline
Reiman, Lizzie	Murphysboro
Reinhard, Amy	Fairfield
Rendleman, Charles H	Cottage Home

NAME.	RESIDENCE.
Rigden, Henry D	Carbondale
Robertson, Harry Lee	Carbondale
Roberts, Moody E	Carbondale
Robinson, Lena	Oklahoma City
Rogers, Gay	Carbondale
Roth, Lizzie A	Freeburg
Rule, Margaret	Pinckneyville
Rumsey, Alice	Eddyville
Rumsey, Joe	Eddyville
Russell, Lizzie	Carbondale
Russell, Willie J	Hallidayboro
Sager, Charles D	Claremont
Schenck, Bertha L	Paris
Scherer, George E	Olney
Schlich, Adolph	Okawville
Schmitz, Lulu M	Mascoutah
Schucker, Harvey E	Lancaster
Schwartz, Chester	Elkville
Scott, Lily A	Brownfield
Shafer, Joseph C	Noble
Singletary, Karlena	Collinsville
Sitter, Charles	Anna
Sitter, Edward	Anna
Skaggs, Ora	Marion
Skinner, John K	Iuka
Skinner, Minnie C	Iuka
Smith, Ada I	Carbondale
Smith, Ausby L	Okawville
Smith, Blanche	Freeburg
Smith, Gertrude	Chester
Smith, Henry W	Arcola
Smith, Minnie E	Carbondale
Smith, Wayne	Carbondale
Spence, Grace	Carbondale

NAME.	RESIDENCE.
Spence, Lulu	Carbondale
Spence, William A	New Columbia
Spiller, Mabel	Carbondale
Sprague, Mary	Cutler
Spurgeon, William Luther	Ellis Grove
Steel, Howard	New Madrid, Mo.
Stevenson, Grace	Salem
Stewart, Zella	Carbondale
Stockton, Gosper	Tamaroa
Stokes, James E	Shattuc
Storment, Lucien G	Salem
Stotlar, John Y	Carbondale
Striger, Nellie G	DeSoto
Stryker, Ethel	DuQuoin
Summerville, Roy	Irvington
Sutherland, Daisy	Creal Springs
Sutherland, Dora	Creal Springs
Tanner, Lillian	Menard
Tanner, Maude	Stone Fort
Taylor, Clifton L	Carbondale
Taylor, Charles H	Carbondale
Taylor, Roscoe A	Carbondale
Teeter, Lillian B	Carbondale
Temple, H. W	Carbondale
Thomas, J. Ed	Makanda
Thompson, Myrtle	Carbondale
Thornton, Blanche	Osage
Threlkeld, Harry L	Opdyke
Toler, Lillie	Carbondale
Toler, Sam	Carbondale
Touve, Flora S	Centralia
Trappe, Tina E	Mascoutah
Triplett, Sophronia	Vienna
Trost, Theo. H	Trenton

NAME.	RESIDENCE.
Walker, Charles M	Johnston City
Walker, Dothie E	Vienna
Walker, Fred W	Elvira
Walker, Jefferson	Elvira
Walker, Lewis	Murphysboro
Walter, Charles L	Waltersburg
Walter, Philip H	Waltersburg
Walther, J. A. B	Golconda
Wasson, Claudie	Hartsville
Weas, Jackson A	Herald
Weems, Bertha M	Johnsonville
Wegener, E. H	Red Bud
Welch, May	Middlepoint
Weldy, Orpha M	Beechwood
Wells, Nettie	Elk Prairie
Wells, Orlin	Elk Prairie
West, William H	Omaha
Weston, Bessie M	Carbondale
Whitaker, Charles F	Elco
Whitlock, F. Waine	Dix
Whitlock, Minnie	Dix
Whitlock, W. H	Carbondale
Wiley, Bessie	Makanda
Wiley, Charles R	Carbondale
Willms, T. B	Vandalia
Wilson, Robert E	Iuka
Wilson, S. J. Harry	Pinckneyville
Wilson, William P	Campbell Hill
Woods, Agnes H	Belleville
Woods, Lulu M	Carbondale
Wyatt, Roscoe D	Salem

Preparatory.

NAME.	RESIDENCE.
Aldridge, James	Aldridge
Alexander, Jessie	Carbondale
Alexander, Lizzie	Carbondale
Allen, Charles E.	Scheller
Anderson, Albert H.	Marissa
Avant, Ceola V.	Beechwood
Avery, John M.	Lake Creek
Baldridge, Alva L.	Waltonville
Batson, Pearl	Carbondale
Bayless, John L.	Wolf Creek
Blair, Mina	Cutler
Blair, Stella	Cutler
Borton, L. Wetzel	Carbondale
Bowlby, Joel M., Jr.	Carbondale
Brooks, Ernest	Cobden
Brown, Mabel G.	Cutler
Brush, Alice	Carbondale
Burgess, Gervais	Lake Creek
Burgess, Lena	Lake Creek
Chaplain, Elizabeth	Imboden, Ark.
Christoph, Charlotte	Carbondale
Corr, Ivan O.	Pinckneyville
Crain, Emma	Carbondale
Crenshaw, Ruth	Carbondale
Cullum, Thomas H.	Lusk
Curtis, Harry C.	Carbondale
Deans, Arthur	Lincoln Green
Dees, Jesse Walter	Waltonville
Dillard, Blanche B.	Stone Fort
Dillard, William E.	Stone Fort
Dillon, Rooney S.	Dongola
Eldridge, Alexander	DuQuoin
Eldridge, James F.	DuQuoin

NAME.	RESIDENCE.
Ernest, Henry H	Swanwick
Etherton, Homer D	Carbondale
Etherton, Lewis W	Carbondale
Fisher, Joseph A	Ganntown
Gann, Joe H	Ganntown
Garrison, Alma	Garrison
Gent, Roy	Carbondale
Gothart, Maggie	Makanda
Grubb, Fred	Noble
Gurley, Lulu	Makanda
Hadley, Stella	Carbondale
Halstead, Bessie	Makanda
Hawley, Flora	Levings
Hayes, Mark W	Bungay
Hays, Herbert L	Sedan
Heape, Robert O	Vergennes
Hershey, Noble J	Lancaster
Hight, Iva J	Carbondale
Holder, Arthur	Carbondale
Holmes, Eva C	Carbondale
Huggins, Homer	Cutler
Hughes, William	Covington
Johnson, Edith E	Carbondale
Judd, Anna	Belle Rive
Kight, Rose E	Elba
Kimbro, Dennis E	Lick Creek
Kinzel, Conrad J	Caspars
Kirk, Bonnie L	Carbondale
Kirk, Donald	Carbondale
Krewinghaus, George	Johannesburg
Lewis, Mabel	Carbondale
Lightfoot, William D	Delwood
Long, Mary G	Carbondale
Manering, Miron F	Osage

NAME.	RESIDENCE.
Martin, Sam	Osage
McCamish, Samuel M	Carbondale
McCarthy, Jona	Carbondale
McCarthy, Pearl	Carbondale
Meisenheimer, Edward	Carbondale
Miller, Thomas L	Makanda
Morton, Kell G	Cartter
Palmer, Hugh E	Glendale
Parkinson, Raymond	Carbondale
Parks, Lafayette	Eideth, Tenn.
Perkins, Irene	Carbondale
Pinkerton, Anna	Swanwick
Pollock, Harry	Carbondale
Porter, Arthur C	Leverett
Presson, Minnie L	Carbondale
Prickett, Hattie M	Carbondale
Prickett, Olive	Carbondale
Putnam, May Florence	Carbondale
Rendleman, Bessie	Makanda
Rendleman, Stella L	Makanda
Richison, Walter	Zenith
Robinson, Myrta	Carbondale
Simmons, Charles D	Divide
Smith, Clyde L	Carbondale
Smith, Gertrude L	Sand Ridge
Smith, Hazel	Carbondale
Somerville, Roy	Irvington
Springer, Charles	Makanda
Springer, Willie E	Makanda
Stafford, Harry E	Progress
Stearns, Hattie	Carbondale
Steele, Maude	Rockwood
Stephens, Maggie	Carbondale
Taylor, Charles	Cottage Home

NAME.	RESIDENCE.
Taylor, Ralph W	Carbondale
Teeter, Robert	Carbondale
Thomas, George	Tamms
Thompson, Albert	Carbondale
Thompson, Nellie J	Ava
Todd, Bessie	Carbondale
Trotter, Mary	McLeansboro
Van Dyke, John C	Belle Rive
Walker, Willis	Elvira
Walter, Ella C	Waltersburg
Watson, Edna C	Carbondale
Weas, Virgil G	Herald
Wehking, Rose	Nashville
White, W. Gordon	Carbondale
Whitlock, Stella	Dix
Willis, Arthur	Makanda
Willis, Edward	Makanda
Winchester, Loyd	Mulkeytown
Woods, Abbie	Murphysboro
York, Cameron	Bungay

Grammar.

Bell, Adelbert	Carbondale
Bentley, Laura	Carbondale
Besse, Charles	Carbondale
Boles, Emmit	Walnut Hill
Bartee, Narcis	Carbondale
Boulden, Allie	Carbondale
Boyd, Richard C	Oakdale
Branch, Herbert F	Carbondale
Breeze, George A	Irvington
Caldwell, Mabel	Carbondale
Crawshaw, Daisy	Carbondale
Cross, Robert	Carbondale

NAME.	RESIDENCE.
Dailey, Frank E	Carbondale
Davis, Elizabeth	Carbondale
Dees, Harry	Waltonville
DeWitt, Eva	Carbondale
Dickerman, Percey M	Carbondale
Dillinger, Willie H	Carbondale
Doak, Ralph L	Pocahontas, Ark.
Ellis, Elmer	Thackeray
England, Minnie M	Carbondale
Etherton, Irvy R	Carbondale
Etherton, Leona	Carbondale
Etherton, Lucy	Carbondale
Etherton, Ruby	Carbondale
Evans, John	Carbondale
Foley, Mattie	Carbondale
Gain, Walter	Carbondale
Greenlee, Cora	Marion
Hall, Flossie	Carbondale
Halstead, Ethel	Carbondale
Halstead, Floy E	Carbondale
Hester, Henry Herbert	Carbondale
Hoban, Richard	Carbondale
Hopkins, Maurice	Bosky Dell
Hopkins, David L	Bosky Dell
House, Arthur C	Murphysboro
Howell, Ethel	Carbondale
Ingram, George W	Olmstead
Jasper, William R	Stone Church
Jordan, Clifton J	Carbondale
Kelley, Estella E	Carbondale
Koch, Fred L	Johannesburg
Lauder, Jessie E	Carbondale
Lee, David	Carterville
Lewis, Henry	New Liberty

NAME.	RESIDENCE.
Lipe, Veary May	Bosky Dell
Loudon, Rex	Carbondale
McKinney, Edna	Carbondale
Metz, Lynn T	Carbondale
Mitchell, Byron Mc	Carbondale
Mitchell, John M	Carbondale
Morgan, Bessie	Murphysboro
Mount, Sophia	Simpson
Muse, Marie	Carbondale
Neber, Ernest	Carbondale
Ozment, Annie	New Hope
Putnam, Grace J	Carbondale
Redfield, Lura	Carbondale
Reeves, Ethel	Carbondale
Renfroe, Daisy Dean	Carbondale
Robinson, Joseph H	Murphysboro
Savitz, William H	Carbondale
Simons, Maud	Carbondale
Slagle, Robert	Carbondale
Smith, Dean S	Carbondale
Smith, Phebe	Carbondale
Snider, Joseph	Carbondale
Spiller, Theressa	Carbondale
Sponsler, Alvin	Carbondale
Stearns, Willie	Carbondale
Storm, Grace	Carbondale
Taylor, Charles H	Carbondale
Thompson, Mabel C	Carbondale
Thompson, Mary E	Carbondale
Thornton, Golda	Carbondale
Torrens, James R	Oakdale
Trobaugh, Henry R	Carbondale
Tygett, Roscoe	Carbondale
Vancill, Mollie B	Carbondale

NAME.	RESIDENCE.
Vinyard, Maude	Carbondale
Waller, William	Murphysboro
Whitaker, Erla May	Carbondale
Whitaker, Willie W.	Carbondale
Winchester, Dallas	Carbondale
Winchester, Denver	Carbondale
Winchester, Hallie	Carbondale

Intermediate.

Adams, Blanche	Carbondale
Borton, Baker	Carbondale
Bourchier, Nellie	Carbondale
Branch, John	Carbondale
Bullock, Edwin	Carbondale
Dailey, Bernice	Carbondale
Etherton, Everette	Carbondale
Evans, Edward	Carbondale
Fitzgerald, Ola	Carbondale
Grater, Marie	Carbondale
Halstead, Wilda	Carbondale
Hanford, Chester	Carbondale
Hooker, Estelle	Carbondale
Johns, Mary	Carbondale
Kelley, Nettie	Carbondale
Kelley, Winona	Carbondale
King, Carrie	Carbondale
Lewis, Ferne	Carbondale
Lewis, Orman	Carbondale
Metz, Ina	Carbondale
Mitchell, Bon	Carbondale
Mitchell, Chestie	Carbondale
Muse, Clarence	Carbondale
North, Edgar	Carbondale
North, Frank	Carbondale

NAME.	RESIDENCE.
Ogden, Zora	Carbondale
Parkhill, Elliott	Carbondale
Parkinson, Alice	Carbondale
Reeves, Charley	Carbondale
Simons, Edith	Carbondale
Simons, Robert	Carbondale
Smith, Helen	Carbondale
Sponsler, Bessie	Carbondale
Taylor, Edna	Carbondale
Taylor, Will	Carbondale
Wood, Harry	Carbondale
Wood, Homer	Carbondale

Primary.

Algee, Zula	Carbondale
Bell, Lloid	Carbondale
Billings, Sadie	Carbondale
Blakeslee, Mariam	Carbondale
Blakeslee, Walter	Carbondale
Branch, William	Carbondale
Brown, Beulah	Carbondale
Craig, Ruby	Carbondale
Crowell, Heber	Carbondale
Davis, May	Carbondale
Dowdell, Edith	Carbondale
Dowdell, Ruth	Carbondale
Etherton, Homer	Carbondale
Fitzgerald, Anna	Carbondale
Fitzgerald, Willie	Carbondale
Grater, Ethel	Carbondale
Hanford, John	Carbondale
Hanford, Marguerite	Carbondale
Harper, Charley	Carbondale
Harper, Homer	Carbondale

NAME.	RESIDENCE.
Johns, Katie	Carbondale
Johns, Margaret	Carbondale
Johns, Marian	Carbondale
Kelley, Hazel	Carbondale
Kennedy, Lucy	Carbondale
Lightfoot, Frank	Carbondale
Maxwell, Pearl	Carbondale
McMillen, Vera	Carbondale
Merrymon, Herbert	Carbondale
Mizell, Eula	Carbondale
Neber, Mary	Carbondale
Ogden, Gilbert	Carbondale
Ogden, Grover	Carbondale
Parkhill, Beatrice	Carbondale
Peters, Duce	Carbondale
Price, Earley	Carbondale
Price, Versie	Carbondale
Rigdon, Bernard	Carbondale
Scott, Grace	Carbondale
Scott, Mabel	Carbondale
Sizemore, Sibyl	Carbondale
Slagle, Floy	Carbondale
Smith, Benjamin	Carbondale
Smith, John	Carbondale
Spain, Pansy	Carbondale
Spence, Edith	Carbondale
Spence, Jessie	Carbondale
Stoker, Homer	Carbondale
Storms, May	Carbondale
Thompson, Theressa	Carbondale
Woods, Metta	Carbondale

General Summary.

Post-graduates and special	3
Seniors	13
Normal	378
Preparatory	120
Grammar	87
Intermediate	37
Primary	53
Total	691
Enrollment in Fall Term	413
Enrollment in Winter Term	428
Enrollment in Spring Term	445
Total	1286
Average by terms	428⅔
Enrollment Summer session of 1900	103

ALUMNI.

The Alumni Association now numbers three hundred seventy-seven. The large majority of these representatives of the institution are progressive and potent factors in educational centers, exerting a very decided influence upon the lives of the youth of our land. They are widely distributed over the Union; and wherever they are, and in whatever work engaged, they retain a most loyal regard for their Alma Mater and the cause of education.

For many years the members of the Association have been requested to send to the Registrar not later than April 1, their addresses in order that the directory may be as nearly correct as possible. Many have done this, but many have failed to do so. The request is again made and with special emphasis, hoping that those persons who have graduated from the University will aid in keeping a correct address of the entire number.

The welfare of the school is in no small degree in the hands of those who have enjoyed its advantages, and this is especially true of the Alumni.

Below find a list of Officers and Executive Committee followed by an alphabetic list by years of all graduates.

Officers of Alumni Association.

President—William Troy Felts, Cairo.

Vice-President—J. H. Jenkins, Cobden.

Treasurer—Gordon Murphy, Centralia.

Recording Secretary—Miss Minnie J. Fryar, Carbondale.

Corresponding Secretary—I. O. Karraker, Jonesboro.

Historian—Mrs. Adella B. Mitchell, Carbondale.

Executive Committee—J. B. Bundy, Carbondale; E. L. Blake, Grand Tower; Helen Bryden, Clinton; Helen Berkey, Murphysboro; Mary Buchanan, Carbondale.

CLASS OF 1876.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
1	Brown, John N.	6		
2	Caldwell, Beverly C.	25	President State Normal,	Natchitoches, La.
3	Hawthorn, John C. *			
4	Ross, George C.	6	Dep't. of Int'r,	Washington, D.C.
5	Wright, Mary	3	1-2	Cobden

1877.

6	Barnes, Belle, D. A. Mrs. H. H. Green			Bloomington
7	Burton, Arista	17		Colorado Springs, Colo.
8	England, James H.	6	Farmer	Carbondale
9	Warder, William H.	3	Mem. of Gen. Assem	Marion

1878.

10	Caldwell, Delia	7	Physician	Paducah, Ky.
11	Courtney, Alva C. *	21		
12	Evans, Charles E. *			
13	Hanna, James A.	6	Merchant	Sulphur Springs, Ga.
14	Hillman, Orcelia B. Mrs. Merrill	5		Salina, Kan.
15	Jackson, Sarah E. Mrs. H. H. Kimmell			DuQuoin
16	Kennedy, George R.	1		Murphysboro
17	McAnally, John T.	3	Physician	Mayor, Carbondale
18	McAnally, Mary Mrs. N. H. Moss	10		Mt. Vernon
19	Pierce, Reuben E.	1	Minister	Epworth
20	Plant, Richmond †			St. Louis, Mo.
21	Robinson, Edward H.		Physician	Chicago
22	Thompson, David G.	6	Lawyer	Golconda

1879.

23	Burnett, Andrew C. †		Lawyer	Lamar, Mo.
24	Farmer, George H.	15		Vandale, Ark.
25	McCreery, Ida M. *	3		
26	Phillips, Lyman T.	2	(Paid tuition one year) Dentist	Nashville

1880.

27	Bruck, Lauren L.	7	Bookkeeper	Chicago
28	Gray, Joseph	15	Prin. High School	Elgin
29	Heitman, Louis	4	Pharmacist	Chester
30	Hull, Charles E.		Merchant	Salem
31	Kimmell, Henry A.	6	Farmer	Calhoun
32	Mann, Wallace E.	4	Editor	Decatur
33	Ogle, Albert B. †		Insurance Agent,	Belleville

*Deceased.
†Paid tuition.

	NAME.	YEARS.	OCCUPATION.	ADDRESS
34	Rentchler, Frank P...			Los Angeles, Cal.
35	Sheppard, Lizzie M....	8	1-2.....	Greeley, Colo.
	Mrs. Dr. J. K. Miller..			
36	Warder, Gertrude A...	8		Wilmette
	Mrs. C. J. Michlet.....			
			1881.	
37	Burton, Charles H.....		Lawyer.....	Edwardsville
38	Hughes, William F....	9	Surveyor.....	Murphysboro
39	Karraker, Henry W...	13	Farmer	Dongola
40	Lorenz, John W.....	4	Druggist.....	Evansville, Ind.
41	Marshall, Oscar S		Fruit Grower.....	Salem
42	Marshall, Thomas S...		Bank Cashier.....	Salem
43	Sowers, Mary A.....	8		E. St. Louis
	Mrs. J. C. Scott.....			
44	Ward, Edward I.....	11	Minister.....	Aledo
			1882.	
45	Atkins, Wezette... ...	2		Edwardsville
	Mrs. C. W. Parkinson..			
46	Deardorf, Lizzie M....	6		Ballard, Wash.
	Mrs. DeMoss.....			
47	Ennison, Walter J.....		Lawyer.....	Hartford, Conn.
48	Goodall, Adella B.....	3		Carbondale
	Mrs. H. C. Mitchell....			
49	Krysher, Alice	4		Pana
	Mrs. W. H. Livingston.			
50	Mead, Albert E.....	1	Lawyer.....	Blaine, Wash.
51	Parkinson, Arthur E. †		Agent.....	Chicago
52	Stewart, Henry A. †...		Physician.....	Chicago
53	Wood, John W.....	17	Principal... ...	Floresville, Tex.
			1883.	
54	Alexander, F. M.....	2	Minister.....	Ottawa, Kans.
55	Bain, Wm. B. †.....		Merchant.....	Vienna
56	Bryden, Margaret.....	9		Cobden
	Mrs. J. N. Fitch... ...			
57	Buckley, Alice M.	2		Ottawa, Kas.
	Mrs. F. M. Alexander.			
58	Fager, Daniel B.....	16		Mt. Vernon
59	Houts, Lilly M.	4	Stenographer.....	Chicago
60	Kimmell, Belle.....	4		Elkville
61	Martin, John.....	4	Physician.....	Tolono
62	Nave, Della A.....	4		Jonesboro
	Mrs. P. E. Hileman....			
63	Sprecher, Edgar L.*..	5		

*Deceased.
†Paid tuition.

1884.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
64	Aikman, Fannie A.*... Mrs. D. L. Kimmell....			
65	Beesley, Alicia.....	3		Linn
66	Buchanan, Clara..... Mrs. H. C. Merrymon..	2		Evansville, Ind.
67	Buchanan, G. V.....	17	City Sup't.....	Sedalia, Mo.
68	Buchanan, Mary.....	8		Carbondale
69	Burket, Anna L.....	2		Carbondale
70	Cawthorn, Chris C.....	6		Crab Orchard
71	Duff, Mary B.*.....	1		
72	Gill, Joseph B.†.....			San Bernardino, Cal.
73	Hendee, LuBird.....	7		Fairmount, Neb.
74	Hileman, Philetus E...		Lawyer.....	Jonesboro
75	Jenkins, John H.....	15	Sup't. Schools.....	Cobden
76	Lightfoot, Richard T..	2	State's Attorney..	Paducah, Ky.
77	Ridenhower, Carrie *... Mrs. J. L. Mount.....	4		
78	Thomas, Maud*.....			
79	Treat, Chas. W.....	15	Prof. Nat. Sci.	Lawrence Univ. Appleton, Wis.

1885.

80	Bryden, Helen†.....	14		Clinton
81	Buckley, Ida M..... Mrs. G. W. Warner ...	1		Beatrice, Neb.
82	Dunaway, Ada L.†..... Mrs. A. S. Caldwell....			Carbondale
83	Fringer, William R....	1	Physician	Rockford
84	Hull, Gertrude†.....	6	History Teacher High School...	Milwaukee, Wis.
85	Lacey, Rurie O.....	1	Physician	Lake City, Colo.
86	Lancaster, Tilman A..	3	Lawyer.....	Lexington, Tenn.
87	Miller, John E.....	14		East St. Louis
88	Robarts, Mary A..... Mrs. M. H. Ogden	8		Carbondale
89	Thomas, Kate..... Mrs. D. L. Chapman. ..	5		Murphysboro

1886.

90	Allen, Sarah..... Mrs. J. D. Crenshaw...	13	Prin. High School...	Carbondale
91	Barber, Florence M.... Mrs. W. M. Boyd.....	2		Olathe, Kan.
92	Brown, Adelia A..... Mrs. J. O. Ashenhurst.	9		Elizaville, Ind.
93	Fryar, Minnie J	8	Ass't in Literature, S. I. N. U...	Carbondale

*Deceased.
†Paid tuition.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
94	Fulton, Alexander H..	12	Mem. Board Exam...	Mesa, Ariz.
95	Hord, Kittie E.....	10		Portland, Ore.
	Mrs. C. M. Morgan.....			
96	Hundley, Louella *....	8		
	Mrs. J. H. Andrews....			
97	Kennedy, Maggie.....	4		Mexico City, Mexico
98	Loomis, Carrie I.....	1		Thompsonville
	Mrs. M. C. McCreery..			
99	McAnally, Fannie D...	1		Mt. Vernon
	Mrs. D. B. Fager... ..			
100	Nichols, Louella.....	8		Edwardsville
	Mrs. J. G. Irwin.....			
101	Storment, Edgar L.*..	11		
102	Williams, Cora.....	2		Pomona, Cal.
	Mrs. R. W. Wiley.....			

1887.

103	Allen, Robert M. †.....		Ry. Pass. Agt....	St. Louis, Mo.
104	Blair, Carrie *.....			
105	Bryden, Rockwell †....		Postal Clerk....	Carbondale
106	Campbell, H. M. †.....		Clerk	Chicago
107	Cleland, Clara B.....	1		Wheeling
	Mrs. Strong.....			
108	Cleland, May.....	4	Trained Nurse.....	Chicago
109	Cowan, David J.....	8	Lawyer.....	Vienna
110	Glick, Albion Z..	2	Agent.....	Carbondale
111	Goodall, Samuel H.....	2	Lawyer	Marion
112	Harmon, Mark D.....	4		Grayville
113	Hawkins, Cicero R.....		State's Att'y.....	Pinckneyville
114	Hewett, Emma L.....	3		Hickman, Ky.
	Mrs. W. H. Baltzer....			
115	Hill, Mary A	5		Cartter
	Mrs. E. L. Storment...			
116	Hundley, Nannie	11		Marion
117	Johnston, Lewis E.....	1	Lawyer.....	Keysport
118	Kirkpatrick, James H.	8		Custer, Wash.
119	Lawrence, Bertha.....	13		Tipton, Iowa
120	McMackin, Edward G..	2	Dentist.....	Salem
121	Phillips, Louise E	2		Chicago
122	Ripley, Charles H		Lawyer	Chicago
123	Scott, Luther T	1	Printer.....	E. St. Louis
124	Searing, Harry R.. ...		Loan Agent.....	Carbondale
125	Sebastian, Julia A. ...	12		St. Louis, Mo.
126	Smith, Seva A.....			Denver, Colo.
	Mrs. G. S. Hoag.... ..			
127	Snyder, Lydia E.....	12		Chicago

*Deceased.
†Paid tuition.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
128	Tait, Minnie A..... Mrs. C. H. Ripley.....			Chicago
129	Turner, George T.....	2	County Judge.....	Vandalia
130	Wham, Steuben D.....	2	Farmer.....	Cartter
			1888.	
131	Baumberger, Louise... Mrs. S. M. Inglis.....	8		Greenville
132	Briback, Catherine.... Mrs. Hans Johnson....	8		Cairo
133	Hall, William H.....	5	Bus. Mngr. Lewis Inst..	Chicago
134	Hickam, Ada..... Mrs. G. W. Wood.....	4		Beechwood
135	Johnson, Callie..... Mrs. Wm. A. Young...	1		Springfield
136	Leary, Mary E.....	13	Deaf and Dumb Inst., Council	Bluffs, Iowa
137	Lindsay, David W.....	9		Cal.
138	Morgan, Charles M....	1	Bradstreet Agency, ...	Portland, Ore.
139	Reef, William A.†.....	1	Stenographer.....	Denver, Col.
140	Richards, Kate E.*.... Mrs. W. A. Stuart.....	2		
141	Street, Jasper N.....	13	Supt. City Schools.....	Vandalia
142	Trobaugh, Frank E.*..	1		
143	Wham, Maggie E..... Mrs. Louis Hurst.....	11		Deland
			1889.	
144	Allyn, Lois A..... Mrs. D. L. Mason.....	4		Winchendon, Mass.
145	Bridges, Mary E..... Mrs. D. L. Malone.....			Sikeston, Mo.
146	Colyer. Frank H.....	10	Prof. S. I. N. U.....	Carbondale
147	Kimzey, Walter R.....	11	County Supt	Tamaroa
148	McMeen, John D.....	11	Supt	Lawrenceville
149	Parkinson, J. M.....	9		Centralia
150	Parks, Elizabeth Mrs. Lucius D. Skinner	8⅓	Critic Teacher S. I. N. U.....	Carbondale
151	Wallis, William.....	8	Prin. High School....	Charleston
			1890.	
152	Bain, John Charles....		Lawyer	Chicago
153	Hackney, Kate G..... Mrs. F. O. Rogers.....	3		Waggoner
154	Hull, Bertha †.....	5	Asst. in Drawing, Normal School	Ypsilanti, Mich.
155	Kellar, Kent E.....	3	Lawyer.....	St. Louis
156	Lansden, Mary G.....	11		Chicago
157	Ramsey, Joseph E.....	11	County Supt.....	Mt. Carmel
158	Sams, Fountain F.....	1	Lawyer.....	East St. Louis

*Deceased.
†Paid tuition.

	NAME.	YEARS.	OCCUPATION.	ADDRESS
159	Smith, Mabel*.....			
160	Storment, John C.....	11	Principal.....	Pomona, Cal.
161	Torrance, Ann Eliza...	7		Salem
162	Van Cleave, Martin T.	10	Supt. Schools.....	Shawneetown
			1891.	
163	Alexander, Anna R....	9		Harvey
164	Beman, George W.....	1	Clerk.....	Chicago
165	Blanchard, Guy.....	1	Merchant.....	Tamaroa
166	Boyd, Frank L.....	9	Supt. of Schools..	Boulder, Colo.
167	Burkett, Grace L.....	5		Carbondale
168	Clark, Lulu.....	8		East St. Louis.
169	Freeman, James A.....	10	Supt. of Schools.....	Trenton
170	Hill, Mary E.*	3		
171	Holden, Emma..... Mrs. H. A. Ross.....	3		St. Louis, Mo.
172	Hord, Addie.....	8		Murphysboro
173	Lawrence, J. H.....	8	Prof. Park College, ...	Parksville, Mo.
174	Loomis, Lydia M.....	5		N. Belividere
175	Peebles, Lizzie S.....	9	County Supt.....	Stanford, Mont.
176	Snyder, Arthur J.....	10	Superintendent	Belvidere
177	Sprecher, Theo. M....	5		Crittenden, Ariz.
178	Steele, Robert E.	1	Physician.....	Lehi, Utah
179	Stern, Lewis.....	10	Supt.....	Therea, Wis.
180	Whitney, William†....	2	R. R. Mail Service...	Carbondale
			1892.	
181	Ayer, Phillip S.....	6	Supt.....	Baxter Springs, Kan.
182	Barr, Jessie Gleim..... Mrs. Robert Steel.....	6		Lehi, Utah
183	Bliss, Anson Lee.....	6	Superintendent.....	Anna
184	Buckley, Elizabeth.... Mrs. O. J. Rude.....	1		Carbondale
185	Bundy, Joseph B.....	6	Manager Tel. Ex....	Carbondale
186	Cochran, William P...	3	Editor, P.M..	Marble Falls, Tex.
187	Davis, Mary E. Mrs. A. J. Snyder.....	1		N. Belvidere
188	Emerson, John W.....	9	Superintendent.....	Albion
189	Galbraith, Chas. M....		Capt. and Asst. Surg. 47th U.S.V.	Philippine Islands
190	Kimmel, E. Lee..... Mrs. Guy Hick.....	7		Inman
191	Kimmel, Ruby I.....	9		East St. Louis
192	Lawrence, Blanche....	8		Chicago
193	Lindley, John Wm.....	2	Lawyer.....	Sullivan, Ind.
194	Lirely, Wm. H.....	2	Signal Service.....	Indianapolis
195	Morton, Ralph B.....	2	Lawyer.....	Carterville
196	Nichols, John B.....	8		Santa Anna, California

*Deceased.
†Paid tuition,

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
197	Patten, Arthur E.†....		Salesman.....	Chicago
198	Peterson, Grant.....	4		Carterville
199	Ragsdale, Joseph S....	8	Superintendent.....	 North Judson, Ind.
200	Wallis, Mary.....	3		Lebanon
201	Wham, Agnes G..... Mrs. James Reed.....	5		Deland
202	Wham, Dora A..... Mrs. John Pyatt.....	2		Pyatt
			1893.	
203	Brown, Robert.....	7		Joplin, Mo.
204	Clendennen, Geo. E....	8	Principal	Illiopolis
205	Curtis, Sarah L..... Mrs. Frank L. Moss....	7		Paris
206	Davis, Charles H.....	1	Minister.....	Kampsville
207	Glenn, Wm. T.....	7		Belleville
208	Henninger, Jennie.....	5		Hagarstown
209	Hubbard, Mary E... .. Mrs. Frank Watson....	5		Greenville
210	Hubbard, Samuel A....	2	Lawyer.....	Mt. Sterling
211	Kell, Omer Adrian.....	1	Physician.....	Danvers
212	Lingenfelter, Sarah...	1	Supt. Deaconess Home..	Chicago
213	Moore, Jack N.....	6	Principal...	Walnut Ridge, Ark.
214	Renfro, Robert E.....		Real Estate and Loan Agent.	Carbondale
215	Rude, Otto J.....	8	Superintendent.....	Carbondale
216	Songer, Mary E.....	6		Kinmundy
217	Stout, Charles L.*.....	1		
218	Whittenburg, Sarah...	8	County Supt.....	Vienna
219	Woodson, Myrtle F....	7	Music Teacher.....	Carbondale
			1894.	
220	Applegath, John L....	4	Farmer.....	Herrin
221	Applegath, May A.... Mrs. Arthur Wiswell..	4		Carbondale
222	Chandler, Larkin C....	5	Music Teacher.....	Litchfield
223	Burge, Lloyd E.....	3		Centralia
224	Cochran, Maud O.....		Music Teacher, ...	Cape Girardeau, Mo.
225	Dougherty, Andrew J..		2nd Lieut. Regular Army, ...	Philippine Islands
226	Ellis, Jacob T.....	7	Critic Teacher, S. I. N. U.	Carbondale
227	Felts, William Troy...	7	High School.....	Cairo
228	Hodge, Jennie..... Mrs. W. T. Felts.....	2		Cairo
229	Jenkins, Harriet E....	5		Murphysboro
230	Jay, Norman A.....	6		Steeleville

*Deceased.
†Paid tuition.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
231	Kell, Iva Lucy	6		Foxville
232	Kell, Lincoln S		Farmer	Salem
233	Lakin, Edwin F	3		Rochester
234	Longbons, Edward	7	Superintendent	Metropolis
235	Mohlenbrock, Eric*	1		
236	Ogle, Howard J.†		Electrical Engineer	Belleville
237	Phillips, Myrtle K . . Mrs. H. Z. Zuck			Tempe, Ariz.
238	Pugh, Charles H	5	Agent for Werner Co.	Denver, Colo.
239	Ramsey, Estelle	2		Oskaloosa
240	Smith, Edgar A.§		Physician	Chicago
241	Williams, Arthur E.	5		Mt. Vernon
		1895.		
242	Anderson, Margaret	6		Carbondale
243	Baker, Rhoda May†	2		Cottage Home
244	Barton, Josie M. Mrs. Fred Goodnow	2		Salem
245	Baughman, Ola. Mrs. G. H. Bainum			Flora
246	Bennett, Francis W.†	5		Cairo
247	Davidson, Mary. Mrs. J. T. Taylor			Greenville
248	Ferrill, Minnie	6		Carterville
249	Ferrell, Nora	1		Carterville
250	Haney Thomas J.	5	Principal	Mechanicsburg
251	Jones, David Oscar	6	Superintendent	Creal Springs
252	Kell, Albert Baker	2		Salem
253	Lee, Homer Dalton	3	Mail Service	Carbondale
254	Nichols, Cora E. Mrs. D. O. Jones	1		Creal Springs
255	Patterson, John E	6	High School	Evansville, Ind.
256	Roane, Emma H	6		Mt. Vernon
257	Snider, Fred M		Merchant	Carbondale
258	Sowell, Myrtle I	3		Paducah, Ky.
259	Williams, Charles J.§		R. R. Clerk	Sparta
260	Yourex, Mabel Clare	6	Principal	Calumet, Mich.
		1896.		
261	Boomer, Cincinnatus	5		New Grand Chain
262	Crane, Ezra	2	R. R. Mail Service	Tamaroa
263	Cundiff, Viola V. Mrs. J. J. Rendleman	2		Cairo
264	Edman, Mate	4		Charleston
265	Etherton, Guy E		Minister	Kansas City, Mo.
266	Flint, Minnie Ruth	3		Salem
267	Gilbert, John Philo	3	Prin. High School	Olney
268	Harker, Oliver A.§		Agent	Carbondale

*Deceased,
†Paid tuition.
§High School.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
269	Hobbs, Matilda J..... Mrs. Fred M. Snyder...	2		Carbondale
270	Karraker, Ira O.....	2	Bank Cashier.....	Jonesboro
271	McCormick, George...	4		London Mills
272	McGahey, Leah C.....	5		Olney
273	Perrot, Richard H.....	4		Rantoul
274	Peters, Mabel K.....	4	Teacher Ninth Grade, ...S. I. N. U.,	Carbondale
275	Roberts, George L., §..			Corinth
276	Robinson, Samuel T...	5	Superintendent.....	Hillsboro
277	Royal, Stella Ethel.... Mrs. Frank Moore.....	1		Villa Ridge
278	Spiller, Adelbert L....		City Attorney.....	Carbondale
279	Taylor, Oscar T.		Farmer.....	McClure
280	Thompson, Bessie M...		Librarian S. I. N. U.,	Carbondale
281	Thompson, Ralph §....			Carbondale
282	Truscott, Laura M....	4	Principal.....	Chester
283	Wham, George D.....	5	Superintendent.....	Olney
			1897.	
284	Amon, Bertram*.....	1		
285	Barter, Rachel Jane ..	1		Mt. Carmel
286	Berkey, Helen Lucile..	4		Murphysboro
287	Boulden, Hattie Anna.	3		Fordice, Ark.
288	Bridges, Abbie L..... Mrs. John Davis.....	2		Chicago
289	Bridges, Ella L.....	4		Dalton
290	Bridges, Rolland E....		Bookkeeper.....	Chicago
291	Burkhart, Carl.....		Merchant.....	Marion
292	Clements, Louis§	1	Student N. W. Univ.,	Chicago
293	Crawford, Mary§.....	4		Jonesboro
294	Cross, Arthur G.....	2		St. Louis
295	Etherton, William A..	2	Student Univ. of Ill.,	Champaign
296	Hayes, May Kenney...		Student in Art Institute,	Chicago
297	Kirk, Jay T	2		Midland City
298	Kissinger, Uriah.....	4		Elkhart
299	Marberry, William T..	3		Carlyle
300	McAnally, Jesse Frank	4		Rossville
301	McKown, James Edgar	4		Paxton
302	Parkinson, Daniel M.†		Mgr. Tel. Exch.....	Carbondale
303	Peters, Helen N.....		Student of Music.....	Chicago
304	Phillips, Lucy Haven..	3	Music Teacher.....	Tempe, Ariz.
305	Pickerell, Per.....	4		Lanesville
306	Reef, Edmund W.....		Postal Clerk.....	Carbondale
307	Roberts, Arthur.....	1	Lecturer on Liquid Air..	Chicago
308	Roe, Nellie.....	2		Azota
309	Stewart, Ellen.....	4		Carbondale
310	Weller, Nellie.....	3	Clerk Interior Department	Washington, D. C.
311	White, Maud.....	4		Carbondale
312	Woods, William H... .	3		Lockhart, Texas

*Deceased.
§High School.

1898.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
313	Alvis, Harry J	3	Superintendent	Mt. Vernon
314	Barnum, J. A	2		Hartsburg
315	Barrow, James W	3	Superintendent	McLeansboro
316	Boucher, Andrew S	2	Prin. High School	Edwardsville
317	Buchanan, Nina O	1		Vincennes, Ind.
318	Clements, Robert	1	Student N. W. Univ	Chicago
319	Cowan, John F	1		Carterville
320	Crawshaw, Solomon			Carbondale
321	Fly, Wm. C	3		Benton
322	Gilbert, Ida M. Mrs. Morris Phillips			Washington, D. C.
323	Huggins, Margaret	3		Salmon City, Idaho
324	Hypes, Cornelia A	3		Collinsville
325	Jack, Jessie	2		Kinmundy
326	Munger, Robert P		Bank Cashier	Carbondale
327	Ozment, Fannie Mrs. H. W. Reynolds	1		Decatur
328	Parkinson, Franklin A.		U.S. Land Office	Muscogee, I. T.
329	Patten, Lucy H	2		Carbondale
330	Perry, Mary Helen	3		Decatur
331	Quackenbush, Chas. A.	1	Student in Chicago Univ.	
332	Rhodes, Miriam E	3		Laredo, Texas
333	Shepherd, A. E	3	Ward Principal	Chicago
334	Snider, Kate Mrs. J. W. Miller			Carbondale
335	Thornton, Edna	3		Sibley
336	Thornton, Nina	3	High School	Benton
337	Toler, William L	3	Superintendent	Jonesboro
338	Wilson, Margaret	3		Hillsboro

1899.

339	Blake, Edward L	2		Grand Tower
340	Brainard, Pearl Mrs. Albert Bowman	2		Albion
341	Brainard, Stuart		Transportation Serv	St. Louis
342	Brewster, Libbie		Student	Kalamazoo, Mich.
343	Cisne, W. G	2		Fairfield
344	Cowan, James P	1		Herrin
345	Crawford, J. E	2	Sulphur Rock College, Arkansas	
346	Etherton, James M		Merchant	Carbondale
347	Grove, Bessie L	2		Crothersville, Ind.
348	Haldaman, Margaret			Decatur
349	Harris, W. O	2		Emet, Ind. Ter.
350	Hooker, Lulu T			Carbondale
351	Karraker, Orville M	1	Bank Cashier	Harrisburg
352	Marchildon, John W		Student Rush Med. Col.	Chicago
353	McConaghie, Thomas			Ashville
354	McKittrick, F. D	2	Superintendent	Kinmundy
355	Murphy, Wm. Gordon	2	Prin. Ward School	Centralia
356	Palmer, Myrtle Irene	1		Custer Park

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
357	Pruett, Charles F.....	1	Com. Merchant.....	Kinmundy
358	Roe, Edith.....	1		Campbell Hill
359	Stewart, Josephine....	2	High School.....	Edwardsville
360	Webkemeyer, Chas. W.			Campbell Hill

1900.

361	Besse, Beula.....	1	Ass't High School	E. Orange N.J.
362	Boomer, Simeon.....	1		Wenona
363	Elder, Mary E..... } Mrs. B. Sanders..... }			Carbondale
364	Fryar, Mary.....	1	Ass't High School.....	Cobden
365	Groves, C. Cooper	1		Sumner
366	Hartwell, Andrew Duff			Marion
367	Kell, Ida.....	1		Kell
368	Kessler, Harvey L.....	1	Superintendent.....	Sumner
369	Marberry, J. Oscar....	1	Principal.....	Anna
370	McConaghie, Tillie.... } Mrs. William Walker.. }			Oakdale
371	McKnelly, Jacob	1		Louisville
372	Plater, M. Ethel.....			Carbondale
373	Pollock, Clara*.....			
374	Reef, A. J.....		Student State Univ..	Champaign
375	Robinson, Mattie J....	1		Mt. Vernon
376	Spence, Bertha.... ... } Mrs. W. C. Fly }			Benton
377	Stewart, Nora.....	1		Grand Tower

*Deceased.

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FRONT VIEW OF BUILDINGS.

Twenty-eighth Annual Catalog of the

SOUTHERN ILLINOIS State Normal University

C A R B O N D A L E

1901-1902



PUBLISHED BY THE UNIVERSITY

Pantagraph Printing and Stationery Co., Bloomington, Illinois, 1902

TRUSTEES.

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E. J. Ingersoll, Secretary, Carbondale.

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H. H. Beckemeyer, Buxton.

W. S. Phillips, Ridgway.

Hon. Alfred Bayliss, Ox-Officio, Springfield.

Treasurer, H. C. Mitchell, M. D., Carbondale.

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1902-11

Carbondale, Ill.

FACULTY.*

DANIEL BALDWIN PARKINSON, M. A., PH. D., PRESIDENT.
Psychology.

MARTHA BUCK,
English Grammar, and Matron.

GEORGE HAZEN FRENCH, M. A.
Curator of Museum, Physiology and Natural History.

MATILDA FINLEY SALTER,
Drawing, and Supervisor of Drawing in Practice School.

GEORGE WASHINGTON SMITH, M. A., SECRETARY OF FACULTY.
Civics, Geography and History.

SAMUEL ERNEST HARWOOD, M. A.
Methods in Arithmetic and Higher Mathematics.

CALROS EBEN ALLEN, B. A.,
Latin, Greek and German.

HENRY WILLIAM SHRYOCK, PH. B., VICE-PRESIDENT AND REGISTRAR,
Reading, Elocution, Rhetoric and English Literature.

JAMES KIRK, M. A., PEDAGOGY AND SCHOOL LAW.

ADDA PATTERSON WERTZ, TRAINING TEACHER,
Intermediate Department.

WASHINGTON BEATY DAVIS, M.A.,
Physical Sciences.

FRANK HALL COLYER, B. A.,
Instructor in History and Geography.

MINNIE JANE FRYAR, LIBRARIAN.

MABEL KATHERINE PETERS,
Instructor in High School.

JOHN MARTIN PIERCE, M. A.,
Instructor in Latin, German and Physical Training.

LEOTA KEESEE,
Vocal and Instrumental Music.

JACOB TAYLOR ELLIS, SUPERINTENDENT TRAINING SCHOOL, TRAINING TEACHER,
Grammar Department, Principal High School.

AMANDA ESTHER WILSON, TRAINING TEACHER,
Primary Department.

ARIZONA LUFKIN,
Director of Physical science.

WILLIAM TROY FELTS,
Instructor in Arithmetic, Algebra and Bookkeeping.

LULA PEAY,
Stenographer and Clerical Assistant.

*The names of the faculty appear in the order of their election.

23532

Calendar, 1902-1903.

1902

JULY

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1903

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OCTOBER

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NOVEMBER

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DECEMBER

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◆ *Opening day of term.* ● *Closing day of term.*
▽ *Thanksgiving Interim.*

HISTORY

An act of the General Assembly of the State of Illinois, approved April 20, 1869, provided for the establishment of this Normal School. By this act it was ordered that five trustees should be appointed by the Governor of the State, who should fix the location, erect the building, and employ teachers for the school. The trustees located the school in the town of Carbondale, on a lot of twenty acres, three-fourths of a mile south of the station of the Illinois Central Railroad. The corner-stone was laid on the 17th day of May, 1870, with impressive ceremonies by the Masonic fraternity. The building was finished in time to be dedicated July 1, 1874; the first faculty commenced the work of instruction in the new building July 2, 1874, at which time a summer session of four weeks was opened, with fifty-three pupils attending.

On the sixth day of September, 1874, the regular work of the Normal University commenced.

On the afternoon of November 26, 1883, at 3 o'clock, this beautiful building was discovered to be on fire; and before 5 o'clock P. M., despite the efforts of faculty, students, and citizens of Carbondale, the entire building was in ruins. By the heroic labors of students, teachers and citizens, the large library was saved, and most of the furniture; also the physical and chemical apparatus. All the material in the museum was lost.

The citizens kindly offered the use of rooms in some of the business blocks, which the trustees accepted, and the school went on with regular recitation work, with an actual loss of less than two days. In the meantime, a plan was proposed for a temporary school building, and in less than sixty days a building was completed containing fourteen rooms, and the Normal School began its wonted duties in this, its temporary home.

The General Assembly, by an act approved June 27, 1885, appropriated $152,065 to replace the first building, then lying in ruins. The foundation and stone walls of the first story were utilized, thus saving from twelve to fifteen thousand dollars.

The present building is a magnificent structure, in many respects superior to the one destroyed by fire. It was dedicated Thursday, February 24, 1887, and occupied by the school with much rejoicing on the following Monday.

AIMS

Educational institutions may be divided according to their aims into four classes:

First: The public schools, whose aim is the promotion of good citizenship by securing to all the people the intelligence, morality, and patriotism which are essential to the existence and progress of the state. Second: Colleges and universities whose object is the general and full development implied in complete manhood and in the best preparation for professional life. Third: Professional and polytechnic schools, in which the student is helped in his preparation for his chosen life-work. Fourth: Such institutions as the Royal Society of Great Britain, the Sorbonne of France, and our own Smithsonian Institute, which have for their special object the advancement of science and art. This Normal University belongs to the third class; it aims to give the best physical, mental, and professional equipment for teaching.

The State Normal school holds an important relation to the system of public schools. It helps to create and sustain a high standard of educational work. It should serve as a driving force and a balance wheel to the whole system. Sanctioned and supported by the state, it can institute those investigations and experiments which result in much good to all the schools. It brings school facilities within the reach of many who otherwise would be uneducated and enables them to repay the state by teaching in the public schools. If the state needs a great university which shall be a center of educational forces, if an agricultural college should be sustained on account of the importance of agriculture, much more, and for similar reasons, should the normal university receive the care and the benefactions of the state. Man is more than all things else, and whatever contributes to his better development is of the highest use.

If the graduates of this university shall take high rank as superintendents, principals, and teachers in public schools, they must possess three elements of success; a full development of mental power, a thorough mastery of the sciences involved, and a

thorough training in methods of instruction and school management. If the school should neglect the first and second, the graduates would be supplanted by those of other schools; and if it fails in the latter, there would be no good reason for the existence of the institution. Hence we aim, First, to insure a broad and thorough culture; and, Second, to give special prominence to the professional work peculiar to a normal school. Under the present conditions of southern Illinois, the school must hold itself ready to do more or less academic work. As the better grades of high schools are created in the patronizing territory of the Normal, the need of the academic phase of the instruction will become less and less, and the professional side will be more and more pronounced

General Information

LOCATION, ETC.

Carbondale is a city of about 4,000 inhabitants, healthful and beautiful, with many refined and cultured people. It is easy of access, and offers inducements for board and social advantages beyond most places of its size. It has, perhaps, fewer temptations to idleness, and combines religious and educational privileges in a degree greater than the average of towns and cities. Parents may be assured that their children will be as safe as in any school away from home, and students may come here and be certain that economy and industry will be respected and honored by their fellow students and by the faculty. The Illinois Central Railroad affords ample facilities for convenient access, three of its branches passing through Carbondale.

UNIVERSITY CALENDAR.

Fall Term begins Tuesday, September 16, and closes Thursday, December 24, 1902.

Winter term begins Monday, January 5, and closes Friday, March 20, 1903.

Spring Term begins Tuesday, March 24, and closes Wednesday, June 10, 1903.

Length of Terms: Fall, 15 weeks; Winter, 11; Spring, 11½.

Commencements: For 1902, Thursday, June 12; for 1903, Wednesday, June 10.

TERMS OF ADMISSION.

All applicants for admission must present evidence of good moral character; and, to secure free tuition, they must agree to teach in the public schools of the state for a time not less than that covered by their attendance on the school; this agreement to be void, however, if engagement to teach cannot be secured by reasonable effort. In case of a permanent change in plan, the individual is expected to pay to the registrar of the institution the balance



SCIENCE BUILDING.

due, which is the difference between the regular tuition for the entire time and the incidental fees paid in.

To be admitted to the Normal department proper of the University, students must have completed their sixteenth year, and must be able to pass an examination equivalent to the requirements for a second-grade certificate, in counties where the standard is high. The evidence of ability to pass such examination will be a diploma from a reputable high school, a certificate to teach, the result of an entrance examination, or the completion of our Sub-Normal course. Persons sixteen years old and over, unable to pass this examination, may be admitted to the Sub-Normal department.

To be admitted to the Sub-Normal department the applicant must have completed the work of the eighth grade of the public schools of Illinois or an equivalent. Evidence that he has done this work will be a certificate stating that he has passed the "final" examination provided by the county superintendent, or an examination here. If under sixteen years of age, he will not be required to agree to teach, nor will he receive free tuition.

The Practice School receives children of suitable age and health who live with their parents, or are provided with good home care. Tuition is free for the first three grades.

Graduates of accredited high schools having a strong four-year course will receive twenty-four credits; from accredited high schools having a strong three-year course will receive twelve credits.

Reasonable credit will be given for work done in other schools, provided satisfactory evidence is presented.

The entrance examinations in the common school branches will cover about the same ground and require about the same accuracy as in county examinations.

Those who fulfill other conditions and have an average grade of eighty-five or more are placed in the Normal department; those whose grades are seventy or above and less than eighty-five, are entered in the Sub-Normal classes; but those who fall below seventy will not be admitted unless their ages would locate them in the Practice school.

Applicants for admission should bring certificates of examination, or diplomas which they may have; or in the absence of these, letters of recommendation as to moral character, etc. It is well for young people to know that some one stands for them, vouching for their conduct and character.

EXPENSES.

TUITION.

To those who sign the pledge to teach, tuition is gratuitous; but the law of the institution requires that there shall be an incidental fee charged. At present this fee is $3 for the term of fifteen weeks, and $2 for the terms of eleven and twelve weeks. The rates of tuition in the different schools are as follows:

	Fall Term.	Winter Term.	Spring Term.
Normal Courses	$9 00	$6 00	$6 00
Sub-Normal Course	6 00	4 00	4 00
Practice School	4 00	3 00	3 00
Instrumental Music	5 00	4 00	4 00

The first three grades are admitted without tuition.

The tuition in the High School is the same as in the regular Normal courses.

BOARDING.

Board can be had in good families in Carbondale at rates varying from $2.75 to $3.50 per week; and by self-boarding, or by boarding in clubs, the cost may be reduced to $2.25 per week. Two clubs are in successful operation. The whole expense of boarding and tuition may be reduced to less than $100 per year.

BOOKS.

Books are sold at the book stores of Carbondale at reasonable prices. The institution does not deal in text-books. Students coming to the Normal should bring what text-books they may have with them. It often saves considerable expense and frequently avoids tedious delays in getting to work.

PHYSICAL TRAINING.

It is desired that all students take the physical training, both as a matter of culture and as a means of health. Students in the Sub-Normal department are required to take physical training; and in order to graduation in any of the Normal courses of study, three passing grades are required in addition to that in the Sub-Normal course. No student will be excused from these requirements except on a certificate of a regular physician or by the

President, and on account of physical disability or some other reasonable cause. Physical training is a part of every course of study and is to be taken at the time designated in each course. If the student is irregular, he must, in this case as others, select the earlier work first. Students in physical training as a rule get on with their studies better than those who do not avail themselves of its benefits.

SPELLING.

All Sub-Normal students are required to enter the class in Spelling and remain in the class until their proficiency will justify an excuse from the work. Any student of the Normal classes who shall misspell five words in any written exercise submitted to a teacher, will also be assigned to this class, provided he can do so without a conflict with a study already assigned. The spelling is conducted by dictation, writing, and defining.

ENGLISH COMPOSITION.

All first-year Normal students are required to take English Composition once a week through the school year. Physical training will be omitted on Wednesday of each week and English Composition will take its place on that day. A class is organized in the spring term which meets three days per week and does the same work as the regular class does throughout the year.

INSTRUMENTAL MUSIC.

This department was created a few years since. A superior piano was purchased and the work put in the hands of a special instructor. Tuition in instrumental music at the rate of $5 for the fall term and $4 for each of the other terms. Tuition to be paid in advance.

DIPLOMAS.

Diplomas are granted to those who complete one of the prescribed courses of study, and will be conferred upon the completion of the work at other times than commencement day, should the student need it in securing an appointment to teach.

DISCIPLINE.

Progress in all government has been toward self-government; this is by self-activity and self-control, not by repression from others. Poor teaching requires much discipline. In a typical Normal school, discipline is at a minimum because the students are there for a purpose which they appreciate. Moral irregularity is usually due to the lack of proper employment. This is especially true of young people.

MUSEUM.

The museum is located in the northeast corner of the new building on the second floor in a room 50 by 60 feet, where are cabinets and natural history material for the use of the school. Great care has been given to the selection of this illustrative material, which is of great value to those studying Natural History.

The department of geology contains a collection of minerals representing the different geological ages or periods, and these periods are fairly represented by fossils. Many of the specimens have one face polished. There is a large series of typical minerals, besides the working material for laboratory use; and one case contains representative gold and silver ores from about one hundred and fifty mines in central Colorado.

The herbarium contains several thousand specimens of mounted plants, both foreign and domestic. A large number of the foreign species are the typical Linnean species.

The insect cabinet contains several thousand species, representing all the orders of insects. In Lepidoptera, beside the regular cabinet series of specimens, there are several hundred butterflies and moths in the new Denton Butterfly Tablets, put up in this way for class use.

The vertebrates are represented by a large collection of mounted birds and mammals, and some reptiles and fishes. Most of the fishes, reptiles, and batrachians are in alcohol.

The cabinet of shells contains more than eight hundred species, represented by several thousand specimens.

Besides the above, there is a large series of archeological specimens, illustrating the arts of the original inhabitants of this country.

Five new cases for the museum were recently purchased for the

better display of various collections. A number of newly mounted birds and mammals have been added to our list; and additions have been made to the series of alcoholic specimens. These include a number of typical fishes and material for illustration in biological work. An order has been placed in the hands of a collector now in Costa Rica for some rare material.

During the year a handsome conservatory has been built at a cost of $1,800. This will be used in connection with the work in Botany, and in the "Nature Study" work in the Training department.

ILLUSTRATIVE APPARATUS.

The educational value of seeing things is beyond estimate. In many phases of mental growth, there is need of a combination of sense with reason that the best results may be secured. To obtain this combination, apparatus for illustration is of great value; apparatus for determination of principles adds much to a subject; apparatus for demonstration of physical laws is invaluable.

Through the liberality of the General Assembly from session to session ample funds have been appropriated, which have been wisely expended by the Board of Trustees.

The chemical department possesses a complete outfit for qualitative work of all kinds. The supply of water, gas, sinks, Bunsen burners, etc., is ample, and each work-table has four complete sets of reagent bottles, ring stands, test tubes and racks and other material. The individual hoods at each work-table are connected with the general hood, thus preventing the diffusion of fumes and of noxious gases throughout the laboratory and building.

A large collection of minerals and named specimens helps students to master forms, names and composition of minerals, fossils, and other data connected with Geology and Mineralogy.

An excellent refracting telescope—made by Clark & Sons—with a five-inch object glass adds to the interest of Astronomy. The institution also has a collection of astronomical charts.

For work in Physics there is a large collection of accurate apparatus for the study of mass, molecular and ether physics. This is used by the students who demonstrate principles and laws for themselves. During the last few years the Board has provided a fine equipment for working in wood and metal. Cabinet work-

benches, large and small vises, tools of all sorts have been purchased. The lathe has been fully equipped for work in wood and in metal. Crude material is put into the hands of the students and they construct apparatus which belongs to them.

Thus the institution plans to send out teachers who may be competent to teach scientific truths, and may be prepared to utilize local opportunities in making apparatus to illustrate the truths taught.

The mathematical department is well equipped with units of measure for teaching denominate numbers, blocks for mensuration, a surveyor's transit and compass which the classes in trigonometry and surveying are required to use freely.

The instruction in geography has been materially aided recently by the purchase of a full set of large relief maps, which added to the former supply of such material, makes the equipment very complete.

The department of history has received its share of facilities for illustration, such as globes, maps, a case of historical relics, souvenirs of travel, etc.

LIBRARY AND WORKS OF REFERENCE.

The University has several complete sets of books of reference—cyclopedias, biographical and pronouncing dictionaries, gazeteers, atlases, etc., which are placed in the Assembly Hall, and in the several recitation rooms, so that the students may consult them to the best advantage.

The library proper occupies a spacious room 50 by 60; it is well furnished, and is open all of each school day, and from nine to twelve on Saturdays. It is constantly in the care of a skillful librarian. The library contains now over 16,800 volumes, including a professional library for teachers rarely equaled in an institution of this kind. The reading room in connection with the library is an invaluable adjunct. Nearly two hundred dollars are expended annually for current literature. The best of this is bound each year at an expense of nearly one hundred dollars additional. By the use of Poole's Index the magazine articles are readily found.

LITERARY SOCIETIES.

There are two literary societies, the Zetetic and the Socratic. They meet on Friday evening. These afford one of the best means of culture, discipline, and instruction in the conduct of parliamentary business. They have elegant rooms, admirably fitted and furnished. The programs of these organizations represent the energy of students, and show their devotion to the practical preparation for the public duties of life.

CHRISTIAN ASSOCIATIONS.

The Young Men's Christian Association and the Young Women's Christian Association each has a well conducted organization, which meets weekly in a room fitted for their use. Their committees look after new students upon their arrival and those who may be sick while attending school, and in many ways minister to the wants of their fellow students. Several classes in Bible study are organized by these societies. The state college secretary of each of these pays them a visit twice a year for conference and direction. New students upon their arrival may recognize the representatives of these associations by the special badges indicating their kindly services.

SUMMER SESSION.

The Summer session has become an established feature of the institution. The work is in the hands of heads of departments. An incidental fee of one dollar is charged. Due credit will be given all regular completed work. The term opens on the Monday following commencement and continues six weeks.

DEPARTMENTS AND COURSES OF STUDY

There are four departments: the Normal, the Sub-Normal, the Practice School, and the High School.

THE NORMAL DEPARTMENT.

This department gives thorough instruction in the elementary and higher portions of the school course of study, and, indeed, fits the student by knowledge and discipline for the practical duties of a teacher. It aims to give, in addition to instruction, opportunities of observation and trial; so that one passing through either course shall not be a novice in his calling upon entering the schoolroom. With this idea in mind, every branch prescribed to be taught in the common and high schools of our state is included in our courses of study. Accuracy and thoroughness are points held in mind in every recitation, and drills upon the elements are made a specialty. Great attention is therefore bestowed upon the earlier parts of the course, such as spelling and pronunciation, reading and defining, drawing, writing, vocal music and physical training. The body needs culture and systematic activity quite as much as the soul, and we begin with making it the servant of the mind, and habituating it to an unhesitating obedience.

The methods of teaching are distinctively Normal. What the student is required to learn, and the methods of presenting it, are both designed to give him, who intends to become a teacher, the philosophy of learning and remembering, and the philosophic manner of imparting knowledge and securing discipline.

The practice work is designed to fit students of this institution to become practical teachers. It comprises (1) a study of psychology, pedagogy, school law, and practical ethics; (2) attendance of practice teacher upon weekly meetings held for a study of methods of instruction and management of pupils and classes; (3) actual teaching in the Practice School, under the constant supervision of training teachers of the Normal School; (4) illustrative lessons taught by the several training teachers and the heads

of departments; (5) more or less observation work under the special supervision of the superintendent of the Training School.

In the Normal department three courses of study are offered as follows: The first and second are each four years in length; the third one year.

1. The English Course. The student who is sixteen years of age and has obtained a certificate of good rank as a teacher in the public schools, or is a graduate from an accredited high school, can complete this course in three years or less. It requires a thorough training in all the branches taught in the common schools, a good course in English language and literature, an extended course of mathematics, and all the professional work—methods of teaching in all of its branches, psychology, pedagogy, and practice teaching under the critic teacher; this course is fully given on another page.

2. The Latin or German Course. This provides for eleven terms of Latin, or nine terms of German in addition to much that occurs in the English course.

3. The Professional Course. This course enables the college graduate, or any one equally well qualified, to take all the professional work in one year. This gives an opportunity to review the common school branches, if necessary, and includes psychology, pedagogy, three terms of practice teaching, drawing, school law, and method work in all the common school branches.

THE SUB-NORMAL DEPARTMENT.

This course is for those who have completed the eight grades in the Practice School or hold a certificate from the "final examination" by the county superintendent, but who are not sufficiently mature to enter the normal classes. The studies in this course are such as this class of students may require, and will cover about one year's work, more or less, depending upon the strength, age, and proficiency of the pupil.

THE PRACTICE SCHOOL.

This department consists of from one hundred to one hundred and twenty children, who are divided into eight grades corresponding to the grades in the public schools. These are in charge of

training teachers and of the superintendent of the practice work. The Practice School is a necessary adjunct of the Normal department. It furnishes tests of the methods enjoined, gives opportunities to observe child nature and work, and is the department in which the Normal students are trained in the art of teaching. It is the aim to make this a practice school in the best sense for the development of model teachers.

The courses of study show the practice teaching to be done in definite terms, but the superintendent of the Practice School has the privilege to call on students to teach whenever they are ready for the work, and the superintendent is satisfied their services should be rendered.

THE HIGH SCHOOL.

In order that the model school may present all phases of the public school work and be in fact what it is in name, and to supply a demand which exists in this section of the state, the Board of Trustees has ordered the reinstatement of the High School as a branch of the model school.

It is the purpose to make this course a typical one in scope and thoroughness, one that may be regarded as a standard in equipment and excellence. It is four years in length, and sufficiently strong to prepare for entrance into the best colleges and universities of our land. Students taking this course have access to the library, laboratories, and gymnasium to the same extent as those taking the regular normal courses. For the details of the courses offered see pages showing "Courses of Study."

TWO YEARS' CERTIFICATE.

Upon the completion of the first two years' work in either course a certificate will be issued stating the fact and naming the studies completed. Students receiving credits on a portion of this work which may be done elsewhere, and completing the remainder will be entitled to the same certificate.

This two years' work in the English course offers a review in the common branches, methods in the common branches, two terms in pedagogy, one term in psychology, three terms in drawing, four terms of science, and one term of teaching in the Practice School.

In the Latin or German courses some of these features are wanting, but the additional work in language compensates for the loss.

This course will fit the student for doing excellent work in the school room. And should the student not be permitted to remain longer than the two years he will have an official statement as to his attendance and attainments.

This provision meets a demand recognized for many years but not provided for heretofore.

COURSES OF STUDY

SUB-NORMAL COURSE.

Fall Term.	Winter Term.	Spring Term.
1 E Read. and Comp.	1 D Read. and Comp.	1 C Read. and Comp.
2 D Grammar.	2 C Grammar.	2 Physiology.
3 D Geography.	3 D History.	3 C Geography.
5 D Arithmetic.	5 C Arithmetic.	5 C History.
6 Phys. Training.	6 Phys. Training.	6 Phys. Training.
7 Writ. and Spell.	7 Writ. and Spell.	7 Writ. and Spell.

Students who are excused from writing may take drawing.

PROFESSIONAL COURSE.

Fall Term.	Winter Term.	Spring Term.
1 Practice.	1 A History.	2 A Arithmetic.
3 B Psychology.	2 Practice.	3 Practice.
4 { A Grammar. A Drawing.	3 C Psychology.	4 A Reading.
5 { Eng. Analysis. School Law.	6 B Pedagogy.	6 A Pedagogy.
		7 A Geography.

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ENGLISH COURSE.

Fall Term.	Winter Term.	Spring Term.
FIRST YEAR.		
1 D Algebra.	1 B Arithmetic.	1 B Geography.
2 Physiol. or C Phy'cs	3 B Grammar.	2 A Arithmetic.
3 C Drawing.	5 D Pedagogy.	5 B Drawing.
6 E Pedagogy.	6 B Reading.	6 B History.
7 Phys'l Training and Eng. Comp.	7 Phys'l Training and Eng. Comp.	7 Phys'l Training and Eng. Comp.
SECOND YEAR.		
1 Vocal Music.	1 A History.	1 B Botany.
3 Practice.	3 C Psychology.	2 A Grammar.
4 A Drawing.	4 B Zoology.	4 A Reading.
6 B Chemistry.	6 B Physics.	5 Civics.
7 English Authors.	7 Vocal Music.	7 A Geography.
THIRD YEAR.		
1 Rhetoric.	2 B Algebra.	2 Practice.
2 C Algebra.	4 Practice.	3 B Literature.
6 Gen. History.	6 Gen. History.	5 C Pedagogy.
ELECTIVES.		
A Physics.	*A Chem. and Min.*	*Geology.*
Practice.	*Eng. History.*	*Blackboard Drawing.*
Bookkeeping.	*Elocution.*	*A Algebra.*
FOURTH YEAR.		
3 C Geometry.	3 B Geometry.	2 Phys. Geog.
4 B Psychology.	4 A Literature.	4 A Psychology.
5 { Eng. Anal. and School Law.	6 B Pedagogy.	6 A Pedagogy.
ELECTIVES.		
A Zoology.	*Astronomy.*	*A Botany.*
Ref'n & Revol'n.	*Sociology.*	*Adv. Literature.*
Trig. & Sur.	*History of Art.*	*A Geometry.*
		A Latin (for Latin Course.)

LATIN OR GERMAN COURSE.

Fall Term.	Winter Term.	Spring Term.
	FIRST YEAR.	
1 D Algebra.	1 B Arithmetic.	3 B Grammar.
2 Physiol. or C Physics.	3 C Drawing.	4 J Latin or G. Ger.
4 L Latin or I Ger.	4 K Latin or H Ger.	5 B Drawing.
6 E Pedagogy.	5 D Pedagogy.	6 B History.
7 Phys'l Training & Eng. Comp.	7 Phys'l Training & Eng. Comp.	7 Phys'l Training & Eng. Comp.
	SECOND YEAR.	
1 Vocal Music.	1 A History.	1 B Botany.
3 I Latin or F Ger.	3 H Latin or E. Ger.	2 A Arithmatic.
4 { A Grammar. A Drawing.	4 B Geography.	3 G Latin or D Ger.
6 B Zoology.	6 B Physics.	4 A Reading.
7 Eng. Authors.	7 Vocal Music.	7 A Geography.
	THIRD YEAR.	
1 Rhetoric.	2 B Algebra.	3 Practice.
2 C Algebra.	4 Practice.	5 C Pedagogy.
6 F Latin or C Ger.	6 E Latin or B Ger.	6 D Latin or A Ger.
	FOURTH YEAR.	
2 C Latin.	2 B Latin.	1 Practice.
3 C Geometry.	3 B Geometry.	3 A Literature.
5 { Eng. Anal. School Law.	6 B Pedagogy.	4 A Psychology.

N. B.—The hours for recitation in German are not as above indicated but are shown in program of exercises immediately following. The German course includes the two terms of General History.

The electives in this course, six of which must be taken, are as follows:

1. All electives offered in the English Course.
2. Those subjects required in the English Course but not required in the Latin or German Course, except B Reading.
3. A Latin.

HIGH SCHOOL COURSE.

Fall Term.	Winter Term.	Spring Term.
	FIRST YEAR.	
Physiology.	Zoology.	Botany.
Phys. Geog. or Book-keeping.	Inventional Geom.	D Algebra.
English.	English.	English.
Latin or German.	Latin or German.	Latin or German.
	SECOND YEAR.	
C Algebra.	B Algebra.	A Algebra.
English Authors.	English.	Civics.
Physics.	Physics.	Physics.
Latin or German.	Latin or German.	Latin or German.
	THIRD YEAR.	
C Geometry.	B Geometry.	A Geometry.
Rhetoric.	English.	B Literature.
General History.	General History.	English History.
Latin or German.	Latin or German.	Latin or German.
	FOURTH YEAR.	
Chemistry.	Chem. and Min.	U. S. History.
Trig. and Sur.	Anal. Geom. or Soc.	Adv. Literature.
Ref. & Rev. or Greek.	Astron. or Greek.	Geology or Greek.
Latin or French.	Latin or French.	Latin or French.

Students completing the first three years of the High School course will be prepared to enter the Freshman year of college, except in Greek. Those completing the four years will be given advanced standing.

Normal Department.

	FALL TERM.											
1									1 B Arith. * 1			
2		† D Grammar	1 Physiology 1	Sup. Draw	B History *	3 C Algebra 3	C Latin 4					
	ASSEMBLY EXERCISES.											
3		1 B Gram. *		2 C Drawing		4 C Geom. 4	I Latin 2					
4	4 B Psychol.	2 A Gram. ½ 2		2 A Drawing 2			L Latin 1					
	LUNCH HOUR.											
5		4 E Anal. ½ 4			1 B Geog. 1 *							
6			B Zoology 2			4 *Trig. & sur.* 4	F Latin 3					
7			4 *Biology* 4		4 *Ref'n. & Rev'n.* 4							

	WINTER TERM.											
1					2 A History 2	1 B Arith. 1						
2		† C Grammar	Physiology *	Sup. Drawing		3 B Algebra 3	B Latin 4					
	ASSEMBLY EXERCISES.											
3	2 C Psychol.	1 B Grammar		C Drawing 1	*3 Eng. Hist.* 3	4 B Geom. 4	H Latin 2					
4			2 B Zoology	1 B Drawing	BGeography 2	4 C Geom. 4 *	K Latin 1					
	LUNCH HOUR.											
5												
6		† D Gram. *		4 *His. of Art* 4			E Latin 3					
7												

	SPRING TERM.											
1			2 B Botany 2		1 BGeography	4 *A Geometry* 4						
2		2 A Grammar	† Physiology	Sup. Drawing		1 AArithmetic 1						
	ASSEMBLY EXERCISES.											
3		B Grammar 1		† D Drawing		1 B Arith. *	G Latin 2					
4	4 A Psyc'l 4					3 B Geom. *	J Latin 1					
	LUNCH HOUR.											
5		† C Gram. *		B Drawing 1	2 Civics							
6					1 B History 1	3 *A Algebra* 3	D Latin 3					
7			4 *Biology* 4	3 *Bk'k'd Dr.* 3	2 A Geog. 2		*A Latin 4*					

N.B. Explanation of symbols: * Irregular Classes; † Sub-Normal Classes; *Italics*, Elective.

Program of Exercises.

FALL TERM.

1	3 Rhet. 3					2 V. Music 2 \| 1 D Algebra 1	
2			1 C Physics 1		F German 2	Ins. Music	 \| Physical Tr
			ASSEMBLY EXERCISES.				
3			3 *A Physics* 3	† D Geog.	I German 1	Ins. Music	 \| Physical Tr
4	†Comp.& R'd	3 C Ped. 3 *			L Latin	Voc. Music	† C Arith. * \| § Phy. Tr.
			LUNCH HOUR.				
5	1 Comp't'n 1 \| 4 S'l L w ½ 4			† C Geog. *	C German 3	Ins. Music	† D Arith \| Phy. Tr. *
6		1 E Ped. 1	2 B Chem.	3 Gen. His. 4		Ins. Music	 \| † Phy. Tr.
7	2 Eng. Auth. 2		2 B Chem.			Ins. Music	3 *Book K'g* 3 \| 1 Phy. Tr. 1

WINTER TERM.

1	†Comp.& R'd		*A Chemistry*			Ins. Music	 \| Phy. Tr.
2			*Miner.*	1 B His.* 1	H German 1	Ins. Music	
			ASSEMBLY EXERCISES.				
3	3 *Elocution* 3			† D History	E German 2	Ins. Music	 \| Phy. Tr.
4	4 A Lit.	3 E Ped. 3 *			K Latin	Voc. Music	† D Arith. * \| § Phy. Tr.
			LUNCH HOUR.				
5	1 Comp't'n 1	1 D Ped. 1	4 *Astronomy* 4			Ins. Music	† C Arith \| Phy. Tr. *
6	1 B Reading	4 B Ped. 4	2 B Physics 2	3 Gen. His. 4	B German 3	Ins. Music	 \| † Phy. Tr.
7		4 *Sociology* 4	2 B Physics 2			2 V Music 2	Book K'ng * \| 1 Phy. Tr. 1

SPRING TERM.

1	†Comp.& R'd	1 E Ped.* 1	1 C Physics *			Ins. Music	 \|
2	A Lit. 4			4 Phy. Geog.	G German	Ins. Music	 \| Phy. Tr.
			ASSEMBLY EXERCISES.				
3	3 B Liter.			† C Geog.		Ins. Music	 \| Phy. Tr.
4	2 A Read. 2				J. Latin 1	Voc. Music	C Arith. * \| § Phy. Tr.
			LUNCH HOUR.				
5	1 Comp't'n 1	3 C Ped. 3	2 B Phy'c.* 2	† C History	A German 3	Ins. Music	 \| Phy. Tr.
6		4 A Ped.	2 B Phy's.* 2		D German 2	Ins. Music	† D Arith. * \| † Phy. Tr.
7	4 *Adv. Lit.* 4		3 *Geology* 3			Ins. Music	3 *Book K'ng* 3 * \| 1 Phy. Tr.

Explanation of Figures: On the left, number of year in English Course; on the right, number of year in Latin or German Course.

SYLLABUSES OF SUBJECTS

D. B. Parkinson.

PSYCHOLOGY.

(C.) "Applied Psychology" by McLellan and Dewey is used as a text for this grade of the subject. The relation of psychology to education will receive special emphasis, as the practical teacher is in greater need of a knowledge of the principles that underlie the correct methods of imparting knowledge and securing the most symmetrical and harmonious mental development of the child, than he is in the more remote problems that engage the student of philosophy.

The character of the work bears so closely on the work of the school-room that the student cannot fail to recognize the practical value of the matter presented.

"Methods of Interrogation" is discussed at considerable length, furnishing an excellent opportunity to examine the different methods and maxims that have recently come into prominence in pedagogical circles.

"Kindergarten Work and Self Instruction" have not escaped the thought of the author, hence these themes have received due consideration. The presentation of outline methods characterizes the latter part of the term's work. These are based on "explicit psychological principles" and are indeed of immense value to the teacher in his early attempts to tackle the multitude of puzzling questions.

The work in C Psychology is on the above basis and is offered in the winter term of the second year in the English course. It is not offered in the Latin course. Some valuable work is dependent largely on the use of psychological apparatus. This will be used freely either here or in an earlier grade of the department.

(B) Putnam. This text is used to present the study of the

faculties of the mind in a more formal way than that used in the C class, with less of the detailed applications of the pedagogical principles involved. However, the plan will be to secure the maximum profit from the relation of the two sciences. The author's suggestions with reference to tests and experiments in sensation, perception, reaction, time, etc., will be utilized more or less.

The work outlined will prepare for the more metaphysical phase of the subject to be treated in the A class. This grade of the science will be studied in the first term of the fourth year.

(A) Davis. The more advanced course in psychology is placed in the twelfth term in each course. The author has chosen a style of presentation somewhat peculiar to himself, but in a manner favorable to this grade of the study. Some of the familiar topics are treated in a modified manner, others are quite original. A reasonable amount of discussion will be given to the relation of physiology to psychology, especially for those who have had none of this phase of the subject in their pedagogy. The following subjects will receive due consideration: Consciousness; its conditions, limits, facts, modes. Immediate knowledge; cognition, presentation, perception, external reality, self-perception, pure intuition, origin of pure truth, mind and matter. Mediate knowledge; representation, mediate perception, suggestion, memory, imagination, thought. Feeling; sensation, emotion, sentiment. Desire; kinds, regulations. Volition; elements, freedom.

The subject matter is enlarged upon by copious references and illustrations from a large number of other authors on the same themes. The bibliography prepared by the author is unusually large for a text-book and is very helpful to the student.

DEPARTMENT OF
Pedagogy and School Law

JAMES KIRK.

(E.) The work of this term pertains to the organization and management of schools, and is discussed under the following heads:

Necessity for the public schools; the functions of the school; what the school ought to accomplish.

THE TEACHER.—The teacher's qualifications; necessary preparation for his work; means of advancement in his profession; his relation to school officers; his relation to patrons and the community.

THE SCHOOL.—The school house and grounds; furniture and apparatus. Preparation for beginning the term; organization; program; rules and discipline; school records.

THE RECITATION.—Objects of the recitation; ends to be attained; preparation by the teacher; preparation by the pupil; method of conducting recitations.

(D.) Elementary psychology, and school management. Study of activity as sensation, perception, conception, memory, imagination, reason, judgment, feeling, and volition. Ends, conditions and means of school government; will training; school incentives; punishment; right conduct.

(C.) Consideration of general hygiene and physical exercises. Development of intellectual activities at different ages. Effect thereon of different branches of study. Particular education of the senses. Culture of memory, imagination, judgment, and reason. General method. Special method. Diversity of character and formation of habit. Culture of sensibility and will as elements of character. Motives.

(B.) PHILOSOPHY OF EDUCATION.—The Philosophy of Education, by Rosenkranz, is the basis for this work and the work in (A) Pedagogy. Consideration is given to the general idea of education and to its special elements. The general idea of education includes its nature, its form, and its limits. The culture of body, intellect and will are treated under the special elements of



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education. Dietetics and gymnastics are studied with respect to their fundamental ideas. The significance of the development of attention, as a voluntary act, is emphasized. The psychological epochs, or the intuitive, the imaginative, and the logical periods of growing mind, claim attention. The development of the subject-matter, and the manner of the demonstration follow, logically, the study of the pupil's development. Consideration of the pupil's capacity, and the elements of the act of learning, in connection with the method of instruction. Under will-training are considered social usages and the virtues, the discipline and the character which constitute morality. The theoretical and the practical process of religious culture, and the union of both in a historical process, furnishing the ground of a rational faith—a philosophical culture —in the education of the will, are duly considered.

(A) The study of historical systems of education. These are classed as the National, the Theocratic, and the Humanitarian, or the Christian, systems. Passive, active and individual phases of the National system, as exemplified in the education of China, India, Thibet; in that of Persia, Egypt, Phoenecia; in that of Greece and Rome, and among the German tribes. The selfish purpose and the utilitarian character of the first and the second phases. The development of the powers of the being to be educated is the aim of the third. Theocratic education among the Israelites. Monkish, chivalric and civic phases of Humanitarian education. The elements of the ideals of the national and the theocratic systems combined in the humanitarian system in a higher ideal of spiritual perfection. This ideal, attainable only through spiritual freedom. The final "free education" must provide for the education of all classes of society, by all available instrumentalities, for all the relations of free citizenship.

SOCIOLOGY IN RELATION TO EDUCATION.

1. Claims of sociology; its character and method. Education closely related to sociology, the science of society. Nature of society, and of social progress.

II. Customs as a factor in sociology. Nature of customs. Relation to progress. Forms of customs: social, civic and religious. Relations in the family. The family the school of social relations.

Social problems growing out of family relations. Class relations. Manners. Amusements.

Economic, constitutional, judicial and administrative customs.

Two forms of religious customs. Functions performed by them. Modification, and conservative force of religious customs.

Customs and reforms. Instruments which influence public opinion. Service and evils of the press. Its relation to society.

III. Economics as a factor in sociology. Nature of economics. Two schools. Relation to sociology. Law of rent. Law of Malthus.

Postulates of economics. Nature, function and limitations of competition. Competition as a social law. Social growth in the several forms of production:

(A.) Agriculture—Land; tenure and size of holdings. Socialism. A single tax.

(B.) Manufacture—Changes in form. Consequent losses and gains in society. Hours of labor.

(C.) Increased rapidity of commerce. Growth of cities. Social changes. Social results, and remedies.

Distribution. Ruling principle in it. Rent. Capital. Management and labor. Amount under contention in distribution. Justice—the public welfare. Wage-system. The labor-movement. Its effects. Cooperation. Profit-sharing. Saving and loan associations. Inequalities in distribution. Social principles involved. Exchange, Protection, Sound Currency, Quality, Quantity.

IV. Civics, ethics and religion are factors in sociology and, as such, receive attention. Under civics, prominence is given to Education and means of equality; Moral training; Education and war, etc.

SCHOOL LAW.

The school law of Illinois is the text in this subject, and questions involving knowledge of court decisions on practical cases, are frequent. The attention given to the subject is sufficient to enable the teacher to begin his services without hesitation as to his legal duties and rights.

PRACTICE TEACHING.

Three terms of practice in teaching are usually required of all who complete the course of study. This teaching is done under the supervision of experienced training teachers. Each pupil-teacher assumes the entire charge of a class, and is responsible for its progress in one subject for the term. He is required to prepare in advance plans of work for the week. These plans are corrected and criticised by the training teacher in charge. All classes are under constant supervision, and friendly criticisms and advice are given daily.

Teachers' meetings are held weekly, at which the work of different grades, methods of school management, and the application of pedagogical principles are freely discussed.

On entering upon his work in the training school each pupil-teacher is required to present to the superintendent a recommendation from the instructor in charge of the department under which the subject that he is to teach is classified.

The time for practice teaching is definitely located in the courses of study, but the superintendent of the training school is empowered to assign this work when in his judgment the service is needed and the student is qualified to take charge of a class.

DEPARTMENT OF GRAMMAR

MARTHA BUCK.

Two terms in the Normal department have grammar as one of the required branches.

Before entering these classes pupils pass an examination equivalent to that for a second-grade certificate.

The aim is two-fold: To obtain a mastery of the topics studied, and clear ideas of how to teach them to others.

One day of each week is free from any assigned lesson. Each class is allowed the time for questions upon any points not understood, or upon how to teach any point.

The first term is given to the simple sentence in all its varieties, with its proper capitalization and punctuation. As the elements are studied, the parts of speech of which they are composed are reviewed, with their properties and inflections. The value of each principle as a guide to correct English is tested as it is applied in answering the questions asked by the class. The composition in this term's work consists in expressing the given thought in a variety of form, thus gaining a ready command of our language.

The second term's study is given to compound and complex sentences. In this term abridgment is treated and its grammatical changes noted, with the principles which underlie them.

The remainder of the term is used in a special study of methods. This work begins with the first language lessons, and takes up grade by grade through grammar to the close of a high school course. What is suitable to each grade, and how to adapt the teaching to the capacity of the pupils, are the central points for consideration. Thus a complete review of both language and grammar is incidentally obtained.

In addition to the work indicated above, one-half term is used for English analysis. The difficult points in grammar are studied. Entire compositions are analyzed logically, the line of thought discerned, and the logical sequence of paragraphs or sentences perceived. The principles of rhetoric are applied in a rhetorical analysis, and the principles of grammar in a grammatical analysis of the same composition.



GRAMMAR GRADE AT WORK IN THE FLOWER GARDEN.

DEPARTMENT OF Elocution, Reading, Rhetoric and English Literature.

HENRY W. SHRYOCK.

ENGLISH.

(E, D, C.) Texts. Elementary Composition, Scott & Denney, and Introductory Lessons in English Literature, Lynch & McNeil. This class meets once a week throughout the entire school year.

(B.) Selections studied, Marmion and Silas Marner. While the emphasis is placed upon literary analysis of the two masterpieces studied, the elocutionary drill is not neglected.

(A.) Text. Teaching the Language Arts, Hinsdale. This class concerns itself with the pedagogy of language work. The study of Hinsdale is supplemented by three type studies,—House of Seven Gables, Evangeline, and Webster's Bunker Hill Address.

RHETORIC AND COMPOSITION.

The entire course in Rhetoric and Composition is based upon a recognition of the following facts: The paragraph is the briefest unit of discourse permitting a pre-view or outline. The first three forms of prose composition are the forms that the student will make the most use of in after life. The higher qualities of style, such as wit, pathos, sublimity, etc., are incommunicable. In accordance with the ideas above expressed, the work is so arranged that a part of the time may be devoted to paragraph writing in class; the paragraphs being largely narrative, descriptive, or expository; the subjects being chosen from a range of topics found within the student's own experience or thought, so that he may write without feeling that he is "doing an exercise;" and the effort is mainly directed toward the acquisition of a clean, straightforward English. In order, however, that the student may be brought into sympathetic appreciation of the graces of rhetoric, the regular work is supplemented by the study of a number of masterpieces of English prose style.

Composition. A.—Text, Outlines of Rhetoric, Genung. This class meets once a week through the entire year.

Rhetoric.—Text, Forms of Discourse, Cairns. The class meets five times a week through the Fall term. In this class special attention is paid to oral discourse.

LITERATURE.

(C.) English and American Authors. Texts, Painter's Introduction to English Literature, and Matthew's Introduction to American Literature.

(B.) Technique of English Poetry. Text, Corson's Primer of English Poetry, Lanier's Science of English Verse, Sweet's Second Middle English Primer. The work will be supplemented by special studies in Macbeth, first two books of Paradise Lost, and The Princess.

(A.) The first six weeks of the term will be devoted to a study of English Prose style. Texts, Minto's Manual of English Prose Style, and Garnet's English Prose from Elizabeth to Victoria. The second half of the term will be devoted to a study of English fiction. The study will be based upon the following works: Ivanhoe, David Copperfield, Vanity Fair, Silas Marner, Last of the Mohicans, and Marble Faun.

ELECTIVES OFFERED BY THE DEPARTMENT.

(C.) Course in elocution, text, Cumnock.

(B.) Course in Shakespeare, based upon the following plays: As You Like It, Henry V, Julius Caesar, and The Tempest.

(A.) A six weeks' study of English blank verse, followed by a six weeks' course in English Lyric Poetry.

DEPARTMENT OF
Biology and Physiology

G. H. French.

BOTANY.

Preparatory.—In this Gray's School and Field Book will be the text used. The work will be such as will give the student a knowledge of terms used in speaking of plants, the use of the analytical keys in identifying specimens and some general knowledge of vegetable physiology. This will make a good preparation for higher work in botany, and will be all that is usually required for a teacher's examination. The text-book will be studied to Cryptogamic Botany, page 155.

B Botany.—Structural and Systematical Botany.—Campbell. This work will begin with the lowest of the Cryptogams and a detailed study will be made from these to the highest or Phaenogams. As supplementary to this work a systematic classification of the groups studied will be given, either from the blackboard or from charts. This will enable the student to see in brief sentences the relation the different groups bear to each other, and upon what structural characters these differences are based.

The plan of recitation will be on Monday of each week a preview of the week's work in the form of a lecture. The recitation hours of Tuesday, Wednesday and Thursday will be devoted to laboratory work in which the plants of the text, or such of them as are accessible, will be studied biologically and histologically. Friday the hour will be devoted to a quiz of the week's work, either oral or written.

A Botany or Plant Biology.—No text-book will be used with this but the work will be wholly laboratory work. It will consist of a systematic study of plants from the lowest up to the highest. For a systematic classification, the blackboard or chart scheme spoken of under B Botany will be used, and at present Dodge's Elementary Biology will be used as a laboratory manual. In addition to the work as given in that, methods of making permanent mounts for the microscope will be given and in the higher plants

enough of these will be made to enable the student to make a good comparative study of different groups of plants and of different plants in the same groups.

Boyer's Biology Blanks will be used for notes and drawings. Slides, cover-glasses, labels and slide boxes, etc., will be supplied in the laboratory at a moderate cost, and this will be the only laboratory fee.

In our present course A Botany is made an elective study.

ZOOLOGY.

Preparatory.—Davenport's Introduction to Zoology.—It was found best to use a text-book in this work and this one was best suited to the needs of this grade of work as a basis for study of the animals that come up from day to day in the lessons. About three-fourths of the recitation hours are laboratory work.

B Zoology.—Parker and Haswell's Manual of Zoology.—In addition to the use of the charts that have been in use for several years, this year the above text-book has been adopted for home study of the lessons. As before, the microscope will be used in studying the lower forms to illustrate the subjects, and the insects, crustaceans and mussels will be dissected and to some extent studied histologically. In the higher forms the museum will be used for illustration.

A Zoology or Animal Biology.—The same method is pursued in this as in A Botany, no text-book being used, but Boyer's Biology Blanks will be used for notes and drawings, and Dodge will be used for a laboratory manual. There will be less histology work here than in the A Botany, but more of coarse dissection will be necessary.

Like the A Botany work, this is as now arranged in the course, an elective study.

PHYSIOLOGY.

In this, Tracy's Physiology is used as a text-book. The plan of work is on Monday of each week a pre-view of the week's work will be given, which will consist of explanation of points in the text and of the proposed laboratory work. On Tuesday, Wednesday and Thursday, the class will have laboratory work, and on Friday a quiz. Usually each alternate week the quiz will be oral, and the

next week written. The laboratory work will consist of histology of the principal tissues and organs of the body of some animal or bird, and dissection. The histology work will be the preparation of the tissues for the microscope followed by a study of them. As in the A Botany work, materials for the preparation of mounts will be furnished to each student by the laboratory at a moderate cost.

On entering a class each pupil will be assigned a seat at a table and a drawer for his laboratory material. If a pupil is in two or more classes he should have the same seat and drawer for all the classes.

Besides the regular one term in Physiology, a term of laboratory may be taken extra as an elective, consisting of experimental physiology and more work in histology and dissection.

DEPARTMENT OF PHYSICAL SCIENCES

W. B. Davis.

PHYSICS.

The new physical laboratory is now well equipped with excellent working tables made expressly for the Institution. The water and the gas supply is abundant and very convenient for immediate use. By the addition of tools and materials students are enabled to construct their own apparatus. Some things made and used by students are apparatus for the study of levers, balances, pulleys, specific gravity, sound, heat, light, electricity.

In addition to the regular classes, provision is made for those who wish to take the subject out of its regular place in the curriculum. This will be seen by reference to the starred classes in the printed program.

The happy combination of the laboratory and the recitation methods is adopted, about one-half the time being devoted to the discussion and demonstration of (1) phenomena, (2), principles, and (3) laws.

The Institution, almost from the beginning, has been supplied with a good selection of physical apparatus. This has been supplemented annually by the purchase of new and modern pieces, until the school now possesses quite an extensive equipment of illustrative material.

The Board has provided an excellent list of reference books. These are kept in the laboratory for ready use.

C Physics—*Text, Mead.*

In this class the fundamental principles of Physics are demonstrated by actual experiment. Much of the apparatus is constructed by the students, who are urged to suggest ordinary and every day applications of the principles discussed.

The ends sought are two, viz: 1, Familiarity with the simple principles of Physics; 2, Ability to demonstrate them by home-

made apparatus. Students are constantly admonished to prepare for the Observation work in the State Course of Study for the Common Schools.

A note-book is kept by each student in which his notes and drawings are recorded as the experiments are completed. These are bound and at the close of the term each student has the results of his work in compact form.

From a list of books distributed at the opening of the term, each student will select and read at least one. One part of his work is a written report on the book he chooses.

Classes organized each fall and summer term. Laboratory fee one dollar. Required—

B Physics.—*Text, Hoadley*

Along with discussions and demonstrations, practical problems are solved. These combine mathematical with experimental Physics and increase the hold students have upon the subject.

As in the preceding class, students are encouraged to construct apparatus, and in this way are made competent to teach Physics, even if their schools are not fully equipped with instruments for physical measurements and experiments.

The work of this class includes Mass Physics. Fundamental principles are demonstrated by more accurate apparatus than that used by the preceding class. The term's work closes on page 206 of the text.

A note book, similar to that used by the C class, is kept by each student, who thus preserves an accurate account of what work he has done.

From a list of books issued at the opening of the term, each student selects one upon which he prepares a written report as part of the work required.

Classes organized each winter and spring term. Laboratory fee one dollar. Required—two hours per day.

A Physics.—*Text, Hoadley.*

This class begins where the B class stops and completes the text, hence its work is confined entirely to Ether Physics.

The subject is treated both by class discussion and laboratory experiment. A number of the most advanced and recent books,

such as Barker, Hastings and Beach, Ames and Bliss, Thompson, etc., are constantly at hand for immediate reference, thus supplementing the text.

Excellent apparatus is made by each student, and this is the property of the student who makes it.

From a list of books furnished each student on entering the class, he chooses one on which to prepare a written report as part of his term's work.

Classes organized each fall and summer term. Laboratory fee one dollar. Required—two hours per day.

ASTRONOMY.—*Text, Todd.*

This text is in accord with the modern ideas relative to laboratory work. Many simple devices are suggested by the author, which aid materially in arousing and fostering the true scientific spirit. Special effort is made that the student may obtain, as soon as possible, a geometrical concept of the celestial sphere.

Less importance is given to memorizing data, than to the exercise of thinking and securing a clear conception of the matchless beauty and grandeur of the solar system, as exhibited in its unity and symmetry and the marvelous precision of motion.

On account of the limitation of time, the study is confined largely to descriptive astronomy. Enough of the mathematical part is introduced to explain the methods of calculation peculiar to the subject, such as determining dimensions, distances, velocities of orbital movements, etc.

The excellent telescope belonging to the Institution is frequently employed in giving the students a view of the objects they are studying, more particularly of the sun and sunspots, the moon's surface, the phases of Venus, Jupiter and his moons, Saturn and his rings. More or less time is devoted to the study of the principal constellations and the more conspicuous stars of each.

From a list given each student on entering the class, he selects at least one book on which to prepare a written report as a part of the term's work.

Elective—Winter term.

CHEMISTRY.—*Text, Williams and Craft.*

The new building furnishes the same improved conditions for the work in Chemistry as were named for the work in Physics. The



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subject is introduced by a number of experiments illustrating the conditions favorable to chemical action. The distinction between elementary and compound substances is dwelt upon.

A careful study of the laws of chemical combinations is required, also a discussion of the atomic and molecular weights, valency, and specific gravity. This is followed by chemical equations, factors, products, acids, bases, and salts.

Two consecutive hours per day are given to the subject, the first to a recitation upon the text assigned, and the second to strictly laboratory work, using Williams' Manual for a guide.

In the advanced work, two hours per day are given wholly to laboratory work. This enables the student to do much qualitative analysis, and in this way to master the practical side of Chemistry.

Introductory class organized each fall term. Advanced class organized each winter term. The first is required, the second is elective. Each requires two hours' work per day. In each is charged a laboratory fee of one dollar, and a breakage deposit of two dollars. Excess above breakage by each student is refunded at close of term.

MINERALOGY.—*Text, Foye.*

The latter part of the winter term is given to blow pipe work in connection with wet analysis in Chemistry. In this way is obtained a working knowledge of the common minerals and rocks, and students are made ready for field work in Geology during the following term.

A list of books is offered at the beginning of each term for the student to choose from. A written report on the book selected constitutes part of his work.

GEOLOGY.—*Text, LeConte.*

The study of Geology is presented as follows: First, dynamical; second, structural; third, historical.

The Institution is admirably situated for the prosecution of field work, as a rapid examination of the State Geological Reports will show.

The material in the museum furnishes excellent specimens of the different varieties of geological formations, typical fossils, and an excellent collection of minerals, and other material necessary for the proper study of the subject.

The student is expected to give special attention to the geological features of his own region, especially to his own county. In this latter phase of the work, the State Geological Reports are freely used.

Because of the relation which the elementary study of Geology bears to the work in the grades of public school instruction, special emphasis is given to its importance from a pedagogical standpoint.

A part of the work of each student is a written report on at least one book chosen from a list provided on the organization of the class.

Classes organized each spring term.

Elective—One hour per day.

Department of Mathematics

Samuel E. Harwood.

Wm. Troy Felts, Assistant.

The work of this department is to accomplish three general purposes:

1. To give a mastery of the process and forms of expression in the several subjects.

2. To present the history and pedagogy of each subject. This is the chief value of any branch in a normal school.

3. To show the value of each subject in its relations to practical or business life.

To accomplish these purposes, three divisions of mathematical science are used: Arithmetic, Algebra, and Geometry.

ARITHMETIC.

Two preparatory classes are provided for those who may not be ready to enter upon the review required by the regular Normal class B.

(D.) This class will study as to accuracy in operations and forms for expressing the following:

1. Fundamental processes.
2. Properties of numbers and factoring.
3. Fractions: Common and Decimal.
4. Compound numbers: Practical tables and metric measures.

(C.) This class will continue the work of the preceding, using these:

1. Percentage and its applications.
2. Interest: Simple, annual and compound.
3. Ratio and proportion.
4. Roots and mensuration.

In the Normal department two classes are organized.

(B.) First Term.—A thorough review of the subject will be attempted.

The work will aim to secure a full knowledge of principles, processes, and forms for expressing work.

A search for the why will be required.

Questions of mind activity and consequent pedagogy will be incidental. It is a study of the theory of arithmetic rather than its art.

(A.) Second Term.—This term is given entirely to method work in number and form, the history of arithmetic, and the study of current views of number teaching.

The relation of these topics to other branches, their general method—the principles of mind and pedagogy that control in the teaching process, the preparation of plans for special lessons, and the actual experiment with these plans in the training school, are the phases of work attempted.

Note.—The preparatory work is intended to present thoroughly the topics named. Pupils who complete it are admitted to the B Arithmetic.

Those who come to us with certificates should be strong in these particulars:

1. Power to think clearly. This includes imaging the problems and is a phase of good reading.
2. Accuracy in processes and results.
3. Ability to express themselves in good forms and with brevity.
4. Skill in rapid mental processes with numbers.
5. Independence in using the book.
6. Power to classify conditions, requirements, processes, and principles involved in problems.
7. A knowledge of the unknown quantity, the equation, and the use of axioms.

ALGEBRA.

(D.) Milne. A preliminary course of fifteen weeks preparatory to a more thorough study of the methods and principles of Arithmetic. Offered in the first term of the first year in the Normal course.

(C.) Wells' Essentials. Junior Year, First Term.—To simultaneous equations. Outside illustrative and test work. History of Algebra. Its pedagogy.

(B.) Junior Year, Second Term.—To theory of quadratics. As above in other phases.

(A.) Junior Year, Third Term (Elective).—Finish other work as above.

GEOMETRY.

(C.) Wells' Essentials. Senior Year, First Term.—To Book III. History and Pedagogy.

(B.) Senior Year, Second Term.—Finish Plane Geometry.

(A.) Senior Year, Third Term (Elective).—Solid Geometry.

In algebra, in addition to ordinary processes and relations, the pupils are led to see its value in training for generalizing.

In geometry, the process of reasoning is emphasized. The demonstration is made not so much for the "Q. E. D." as for discipline in analysis and formal statement of steps by which the conclusions are reached.

Many texts are used for reference, so that additional forms of presentation may be secured and compared.

HIGHER MATHEMATICS.

In the new courses A Algebra and A Geometry are elective.

In addition to these, Trigonometry and the History of Mathematics will be offered.

Bookkeeping may be had as demanded.

The department has a handsome transit and other necessary apparatus.

BOOKKEEPING.

This branch is now an elective in the fall term of the third year of both courses, and will continue throughout the term.

Instruction in Double Entry Bookkeeping is given in a practical manner, wherein the day book, journal, ledger, cash book, bill book, receipts, orders, promissory notes, and drafts are used. Also a bank account is kept for which pupils will prepare deposit slips, draw checks and have a bank-book. The use of revenue stamps is fully exemplified. Accuracy and brevity will be required in recording business transactions, journalizing, posting and closing the ledger, preparing trial balance and balance sheets showing a complete analysis of the business.

Department of Languages

C. E. Allen.

J. M. Pierce, Assistant.

LATIN.

This department of Latin provides a course designed to furnish the student with such instruction as will fit him for entrance to the college or university.

As a training course for teachers, special attention is given to the principles underlying the structure of the language, the leading facts and rules are taught from the Latin text, and the student discovers the principle for himself, remembers it, and is able in turn to teach it to others. Many of our graduates from this course are teaching Latin with success in the high schools of the state.

Eleven terms of Latin are required of all pupils completing the Latin course, and an additional term may be taken as an elective for which credit will be given.

The Roman method of pronunciation is used.

First Term (L)—"First Year Latin," Collar and Danieil. About forty lessons are completed during this term.

Second Term (K)—The "First Year Latin" is completed and a thorough review in Morphology and Syntax is given. Special attention is paid to quantity and pronunciation, and in the writing of Latin, pupils are required to mark all long vowels.

Third Term (J)—Easy Latin, Roman History Selections, as given in "Junior Latin Book." Prose composition based on the text, and constant use of the grammar (Bennett).

Fourth Term (I)—Selections from Viri Romae and Nepos. Junior Latin Book. Prose composition daily.

Fifth Term (H)—Selections from Nepos, Junior Latin Book, completed and twenty-nine chapters of Caesar's Gallic War, Book I. Special drill in grammar and daily exercises in prose from Daniell's "New Latin Composition."

Sixth Term (G)—Caesar's Gallic War, Book I, completed, and Book II. Prose composition based on the text read.

Seventh Term (F)—Orations of Cicero. First three against Catiline with selections from Sallust's Catiline and prose composition.

Eighth Term (E)—Cicero. The fourth against Catiline with selections from Sallust, the orations for the Manilian Law and the poet Archias. Daniell's Prose Composition.

Ninth Term (D) Ovid.—Selections from the Metamorphoses, about 1,500 verses. Greek and Roman Mythology.

Tenth Term (C)—Virgil's Aeneid. First three books. Scanning and Mythology. Study and recitation on Sellar's Virgil. Prose composition from Part III, of Daniell's Composition.

Eleventh Term (B)—Six books of the Aeneid completed. Sellar's Virgil and prose composition.

Twelfth Term (A)—Cicero. Essays on Old Age and Friendship. Writing of Latin.

GERMAN.

The German course has nine terms of German. Pupils who have had no previous training in the language may enter this course at the fall term. Graduates will have acquired a fair knowledge of German; they will be enabled to use it to advantage in ordinary conversation; they will appreciate the beauty of the language by a goodly acquaintance with its poetry and best prose writings of its foremost thinkers and poets.

It is desired that, with the abundant supply of German classics now to be had in convenient form, there may be a selection of material made to suit the needs of individual classes. Hence the following course may not always be offered, but it will indicate the amount and character of the work done.

First Year. Collar's Shorter Eysenbach and Guerber's Maerchen und Erzaehlungen I, are the texts for the first two terms. In the spring term of the first year Storm's Immensee with Hatfield's Composition is used. Light poetry is committed to memory.

Second Year. Baumbach's Im Zwielicht I, Hillern's Hoeher als die Kirche with Hatfield's Composition, Freytag's Die Journalisten, and Schiller's Wilhelm Tell are read. Harris' German Composition

and Hatfield's Lyrics and Ballads are used throughout the year. Several poems are committed to memory.

Third Year. Riehl's Fluch der Schoenheit, Goethe's Hermann and Dorothea, Gore's Science Reader. German composition and memorizing of several lyrics and ballads.

DEPARTMENT OF History and Geography

GEORGE W. SMITH.
FRANK H. COLYER, Assistant.

UNITED STATES HISTORY.

(D.) SUB-NORMAL *Text, McMaster.* This class will cover the work from the beginning of the text to page 279. The following general subjects will be considered: Discoveries and Explorations; Planting English Colonies; The French and Indians; Struggle for Rights as Englishmen; Founding the Government; Struggle for Commercial Independence; Industrial Development.

(C.) SUB-NORMAL.—*Text, McMaster.* In this term's work the text is finished. Discussion:—Industrial Development; The Struggle with Slavery; The Indestructible Union; The Economic Struggle.

These two terms' work in History will admit to Normal in this study, if the work is well done.

(B.) NORMAL. *Text, Channing.* The work in this class will begin with the political separation of the American Colonies from Great Britain, and will consider as general topics the following:—Formation of State Governments; The Continental Congress; The Confederation; The Constitutional Convention; Organization of the Government under the Constitution; Rise of Political Parties; Material Development; Struggle over Slavery; Secession; Reconstruction.

(A.) NORMAL. *Text, Mace.* It is the purpose of the work in this class to make a brief study of the philosophy of history. To determine the essential elements in historical matter. To arrive at the laws of its organization. To determine the process of historical interpretation. To place an educational value upon the process of historical interpretation. To find laws governing the coordination of historical matter when interpreted. And, finally, to apply these laws and processes in organizing the history of the United States into periods, sub-periods, phases, and events.

The following is a brief outline of the

(1.) PHILOSOPHICAL DISCUSSION.

Essential elements of history:
Form and content.
Continuity and differentiation.
Five great institutions—not always co-ordinate.
Organic unity in institutional life.

Processes involved in organizing history:
Nature of organization.
Processes in organization.

Process of interpretation—forms of thought:
Positive and negative causes.
Fundamental and particular.
Purpose and means.
Original and second-hand matter.

Educational value of interpretation:
Integration depends upon common content.
The mechanical and organic whole.
Comparison is the basis of integration.
Value to the historical judgment.
Ethical value of the process of interpretation.

Process of co-ordination:
Relation of the particular to the general.
Need of good judgment in selecting matter.
The principle—matter is valuable according to the nature of its content.

(2.) ORGANIZATION OF PERIODS OF UNITED STATES HISTORY.

Under this head we analyze the history of the United States and build three periods with an underlying principle for each: 1. Planting local English institutions in America. 2. Development and perfection of the spirit of union. 3. Development of nationality.

(3.) ELEMENTARY PHASES OF HISTORY TEACHING.

Here we discuss the philosophy and methods of presenting history to the lower grades.

CIVICS.

NORMAL. *Text, Hinsdale.* It is the purpose of this term's work to broaden the student's notion of man's relation to his fellow men in organized society, and to give him a better knowledge of the institution which regulates this relation.

The Declaration of Independence says governments are instituted among men to secure to the people life, liberty, and the pursuit of happiness, and that whenever any form of government becomes destructive of these ends, it is the duty of a people to abolish that form and institute another.

From this we may infer that the forms of government have much to do in enhancing the efficiency of government itself.

It is therefore essential that the would-be citizen familiarize himself with that agency which, by common consent, secures to each, such precious boons as life, liberty and happiness. These subjects will be considered:—Science of Government; History of the Government in the Thirteen Colonies; Formation of the Union, Continental Congress, Articles of Confederation, Constitutional Conventions, Ratifying Conventions; Relation of State and National Governments; Nature and Sources of the Constitution; Analysis of the three Departments of Government in the United States.

GENERAL HISTORY.

ANCIENT HISTORY. *Basis, Myers.* This term's work will make a brief survey of the ancient oriental nations and a much more extended study of Greek and Roman history.

The aim of the study of the ancient oriental peoples will be to note the origin and development of the elements of civilization, and to show what the ancient oriental peoples contributed to the general current of world history.

In the Greek and Roman history, a much more extended investigation will be attempted; and as far as our present equipment will permit, the students will be expected to investigate certain phases of the work for themselves. The aim of the work here is to acquaint the student with the best authorities on the work in hand, and to make them self-reliant.

MEDIAEVAL AND MODERN. *Basis, Myers.* This term's work will have much the same plan and aim as that of the preceding term. The idea is to note the elements that enter into modern history,

then trace their development and organization into institutional life—The rise, growth, and decline of the papal power, the revolt of northern Europe against the papacy, forming the religious part of the movement. The rise and growth of political institutions, with special reference to the element of government in the Teutonic people, the influence of Roman government, the feudal form of government, development of the "free cities," rise of absolute monarchies, and finally the rise of the masses in governmental affairs, constituting the other phase of modern life.

ENGLISH HISTORY.

(Elective.)

This work may be elected in the second term of the third year. The aim will be to trace not only the growth of the English nation, but the development of English institutions. The relation of these to American institutions will be studied.

REFORMATION AND FRENCH REVOLUTION

(Elective.)

The purpose here is to trace more minutely the two great events around which cluster all the most important movements which determine modern religious and political institutions.

GEOGRAPHY.

(D.) SUB-NORMAL. *Text, Frye.* The text will be followed quite closely. The plan of the work being to fix in the mind of the pupil the physical agents at work in modifying the earth's surface, and the physical basis for the climate of any locality. If this work is well done the student is ready to connect therewith the particular activities which are adapted to that region. North America is then taken up and studied in detail. In this work we aim to connect with each distinct region the industrial life which is the result of the physical environment.

(C.) SUB-NORMAL. *Text, Frye.* The text will be finished in this term. The several continents will be studied from the plan pursued in the study of North America.

(B.) NORMAL. *Text, The Natural.* In this class we study more carefully, man in his relations to his surroundings. The vari-

ous industrial activities are shown to have a basis in the physical structure and the climate.

(A.) NORMAL. *Text,* ———. This work begins with a general discussion upon the following topics:

Subject matter: The organic and the inorganic.
Relation of these two.
Highest form of life.
Means of its development.
Classification of activities.
Spencer's estimate of "science."
Acquisition of adequate concepts.
Dependence of life upon structure and climate.
Relation of the "human" to the "natural" in Geography.

We then take up the Sense Phase of Geography. We discuss briefly the method the child follows in acquiring a large stock of individual images of geographic forms through observation. The relation of Geography to the other studies is emphasized. The disciplinary value of the work of the sense phase is shown.

The Material.
Geographic forms.
Movements.
Meterology.
Culture agencies.
Industrial agencies.

Next is considered the Representative Phase of Geography. The dependence of this work upon the Sense Phase is shown. The need of close work in the Sense Phase is also pointed out. The accuracy of the image of that beyond the sense grasp depends upon the kind of images we form with the objects before us. The movement in the process of geography work, is shown to be from the individual to the general and then to an individual. The method of transition from the first phase to the second is dwelt upon.

Some time is given to the Rational Phase of Geography. Here we seek for explanations, for reasons. It is shown that this phase depends upon the two preceding stages of the work.

The Geography course in the schools of the land, as well as the course for Illinois as provided by the State Teachers' Association, is examined.

Lesson plans are presented as time permits.

PHYSICAL GEOGRAPHY.

NORMAL. *Text, Davis.* The study of the physical features of the earth in their relation to man and his activities has lately been given a prominent place in the course of study in our best schools. The report of the Committee of Ten is largely responsible for this condition.

In the work in this class considerable stress is laid upon the physical agents at work on the earth. In reality the work is that of the Reflective stage of geography study. The text deals with The Earth as a Globe; The Atmosphere; The Ocean; The Lands, etc.

DEPARTMENT OF ART

DRAWING.

MATILDA F. SALTER.

(D.) SUB-NORMAL. Practice will be given in drawing from geometric solids, from simple objects, and from nature.

(C.) Principles of freehand perspective and composition will be studied and application made in the drawing of objects singly and in groups. Practice will also be given in drawing from nature. Some work will be done in construction drawing and in freehand design. Both pencil and ink will be used.

(B.) One-third of this term will be devoted to geometrical drawing and constructive work; one-third to water-color work subjects chosen being from nature and still-life; and one-third to a study of some of the more important styles of historic ornament. Talks will be given on these styles, pictures studied, and a certain amount of reading required. Careful drawings will be made of each style studied.

(A.) In this term methods will be studied—the value of art education and its place in the public schools, plans will be discussed for primary and grammar grade drawing, and much actual work will be done. The purpose is to enable the student to know what and how to teach, and the study is made as practical as possible.

In the English Course a half term will be devoted to freehand drawing from casts and still life in charcoal and ink or water-colors.

BLACKBOARD DRAWING.

(Elective.)

The demand that the teacher shall be able to draw on the blackboard, rapidly and clearly, for purposes of illustration, has led to the introduction of a term of blackboard drawing. Practice will be given in drawing from objects, from memory, and from imagination. Lessons will be assigned and appropriate illustrations required. This elective is placed in the third term of the third year.

(History of Art)—Elective. A study will be made of Architecture, Sculpture, and Painting in order that the student may be made familiar with the masterpieces in these subjects. A text-book will be used as the basis of instruction but this will be supplemented by talks, readings, and pictures. History of Art is offered as an elective in the second term of the fourth year.

PENMANSHIP.

Mabel K. Peters.

Vertical writing has been taught for several years; particular attention being given to movement exercises. The aim has been to give help in acquiring a plain, rapid handwriting. Some attention will be given to business forms, method work will be introduced so far as practicable. All Sub-Normal students are required to take writing until excused.

MUSIC.

Leota Keesee.

We are recognizing more and more the use and need of music, together with the other branches of culture study, in our public schools. The public schools of the East have, for a number of years, been paying the closest attention to instruction in music, making it one of the *required* branches.

Recently, a prominent educator in our state, in an address, urged upon the teachers before him not only the *importance* but the *necessity* of cultivating the sympathetic side of the pupil's nature, *i. e.,* cultivation in music and art.

It is with this thought in view, the relative importance of music to the other branches taught in our schools, that we have mapped out the course and given the instruction.

The musical department comprises two lines of work, Vocal and Instrumental. Two terms in Vocal Music are required; the first and second terms of the second year. It is also taught in the grades of the Training School.

Vocal.

In giving instruction in Vocal Music it is the aim to give the pupils an idea of music as a study, of the terms, scales, symbols, tones, etc.

Pupils are taught to read readily at sight and a special effort is made to make the work pleasant and restful as well as instructive. Quartets, glee clubs, and choruses are organized from time to time to furnish music for special occasions, and to give emphasis to the value of vocal training. Vocal music forms a part of the assembly exercises which are held daily in the large Assembly Hall.

Instrumental.

The Instrumental branch of the Department of Music offers instruction on the piano (primary or advanced work) and also a course for advanced pupils in Harmony and Composition.

PHYSICAL TRAINING

ARIZONA LUFKIN.

The course in physical training aims to give the students the physical exercise they need for their personal well-being and to furnish them with a system of school gymnastics and with the principles governing physical education. So far as practicable, these personal and professional aims are reached by the same exercises.

The most immediate aims are the health and recreation of the students in their daily work. A more remote, but still very important end, is the neuro-muscular training which educates the whole body to be an efficient and faithful servant of the mind.

Physical Training is required of students in the Sub-Normal Department and in the first year Normal, and is optional with other students. A large gymnasium, well-equipped with American light apparatus, and with German and Swedish stationary apparatus, offers ample opportunities for indoor exercise and class drills. The spacious campus affords adequate facilities for outdoor sports. The young men have baseball and fooball teams, which are subject to the regulations of the Department of Physical Training. Track athletics are engaged in by those who prefer individual exercise, and a number of tennis courts have recently been laid out.

No pains and expense have been spared to make physical training attractive and all students are encouraged to devote a part of their time to such exercise. Gymnasium games, like basket ball and volley ball, constitute an important part of the regular course.

For class work, all students are required to provide themselves with gymnasium slippers and the young women wear a special costume which affords the necessary freedom of movement and saves their ordinary dresses.

Students who have not completed the requirements, but have been excused from gymnastics on presenting a physician's certificate

of disability, or for other special reason, will be required to be present at class exercises one hour a week.

Special instruction is given in showing the need of physical exercise, of the proper care of the body and the relation between the physical and mental activities of the human being.

LIBRARY

MINNIE J. FRYAR.

The school has a complete set of books of reference—cyclopedias, biographical dictionaries, gazetteers, atlases, etc. Some of these are placed in the assembly hall, and in the several recitation rooms, so that the students may more conveniently consult them at any time.

The library and reading room occupies a spacious room on the ground floor of the library and science building and contains at present 16,800 volumes, including a professional library for teachers. This number is yearly increased. Besides the books in cases the library is supplied with about 100 of the best current magazines and papers, both American and English. To these the students have free access. At the close of each year the volumes of magazines are bound, after which they are regularly entered and placed on shelves along with the other books.

CLASSIFICATION AND CATALOG.

The books are classified and arranged on the shelves according to the Dewey decimal system. Each book has a class number ranging somewhere between 0 and 999. Of these numbers there are ten general divisions as follows: General works, 000-099; Philosophy, 100-199; Theology, 200-299; Sociology, 300-399; Philology, 400-499; Natural Science, 500-599; Useful Arts, 600-699; Fine Arts, 700-799; Literature, 800-899; History (including Biography, Geography and Travels), 900-999. Each book bears a label, upon which is written the class number and the first three letters of the author's

name. Books having the same number are grouped together and arranged alphabetically by the letters on the lower side of the label.

The library contains now a complete catalog of authors, titles, and subjects. All readers have unrestricted use of the catalog. The subject cards are particularly helpful, for they index not only the subject-matter of books as a whole, but also important chapters and parts of books. A good library catalog is invaluable. It makes the knowledge contained in books vastly more useful because more accessible.

RULES AND REGULATIONS.

The library is open from 8:15 to 4:00 each school day and from 9 to 12 a. m., on Saturdays.

Pupils reading in the library are expected to enter the room at the beginning of the hour and remain until its close, unless excused.

Two books (other than fiction) or one work if not in more than three volumes, may be taken at a time and then renewed for two weeks, provided there is no special demand for the books. Only one book of fiction may be taken out at a time. A book that is used as a help for class work may be kept out for one night only.

Cyclopedias and general reference books, magazines and other periodicals are not taken by students from the library.

All books must be charged at the librarian's desk before being taken from the room.

When a book is returned it should be left on the librarian's desk, with a slip of paper bearing the name of the person returning the book inside the front cover.

Conversation and conduct inconsistent with quiet and order are prohibited; this applies to intermissions as well as school hours.

At the beginning of each term new students are formed into classes and instructed in the use of the library. Additional library talks are given each term for the benefit of older students.

The Practice School

This department consists of eight grades, corresponding to the eight grades of the public schools of the state. In these grades the students of the Normal department do most of their teaching. This is done under the immediate supervision of the superintendent of the department and the training teachers, namely:

J. T. Ellis, superintendent, also training teacher, Grammar Department.

Adda P. Wertz, training teacher, Intermediate Department.

A. Esther Wilson, training teacher, Primary Department.

Mabel K. Peters, assistant in High School.

Because of some changes made in the course of study of the Practice School and some unsolved problems, no course is herewith outlined. It is hoped that in another year the plan will be matured.

LITERARY SOCIETIES

During the first term of the first year of the Institution the Zetetic Literary Society was organized. Later in the year a sister organization was planned for and in due time was thoroughly established and christened the Socratic Literary Society. Not many years since two new societies were organized by the faculty, but it seemed difficult for them to compete with the older ones, because of their prestige of age and historical advantage, so in the course of a few years they were disbanded. Since then the two remaining organizations have met the demands of the school. These have a large membership and are well attended.

During the early part of the spring term of 1900 they gave a joint exhibition which netted them each a neat little sum, which was added to their general funds from which each appropriated fifty dollars toward the purchase of suitable stage fixtures for the As-

sembly Hall, consisting of a beautiful curtain, flies, wings, and an elegant frame structure for supporting these.

The most elaborate exhibition of what these societies are able to do is annually given to the public during Monday and Tuesday evenings of Commencement week.

The varied programs of these literary societies add very materially to the work of the English department in securing additional practice in the delivery of original and other matter, and in the opportunity for becoming acquainted with parliamentary usages, thus fitting the Normal student for more intelligent service in the community where he may labor.

The faculty and Board of Trustees foster with much care the best interests of these valuable adjuncts to the literary work of the Institution. Their usual time of meeting is on Friday evening of each week in halls elaborately furnished by the University and the members themselves.

AGREEMENT TO TEACH.

Those who receive free tuition are required to agree to teach in the schools of Illinois as many months as they are students in the University, provided an engagement to teach can be obtained with reasonable effort. This is a serious pledge, and should not be lightly taken. Students are required to report to the President of the University every year until this agreement is fulfilled; and, also, in case they enter permanently any other profession, to refund the tuition so received. Graduates, especially, are required to make an annual report of their work and place of residence.

The following is the form of the agreement required:

"In consideration of gratuitous instruction received in the Southern Illinois State Normal University, I pledge myself to teach in the public schools of this state for a time not less than that covered by my attendance on the school; however, this pledge shall be void, provided engagements to teach cannot be secured by reasonable effort. And I hereby agree to report annually to the President of the University, stating the number of months taught, until this pledge is fulfilled. In case I permanently engage in some other occupation, and do not teach the required number of months, I promise to pay the difference between the regular tuition and the incidental fee for the remaining time."

STANDARD OF INTELLECTUAL AND MORAL CHARACTER.

When it is evident that one who has taken the pledge to teach can not for any reason become a good teacher, it becomes a duty to advise him to withdraw from the school or to require the payment of tuition.

It should also be understood that the Institution does not receive, nor retain, students whose immoralities render them unfit associates for the young people who attend this school.

The requirement that new students shall present testimonials of good reputation and character is not a mere formal request, but a matter vitally connected with the good order and the progress of the school. It is a helpful influence for a young person to know that some one has vouched for his character. He strives to be worthy of such endorsement, and endeavors to sustain the good word of friends.

ACCREDITED HIGH SCHOOLS.

For some years the Southern Illinois Normal has used the list of accredited High Schools prepared by the University of Illinois. In cases where the entire course in these High Schools is well and favorably known a credit of one year is allowed to students holding diplomas from a three-year course; and where a student has graduated from a four years' Latin course, a credit of two years is granted.

CREDITS ALLOWED AT THE UNIVERSITY OF ILLINOIS.

Plans are maturing which will entitle holders of diplomas from the Southern Illinois Normal University to some specific credits. These will be announced when agreement is reached.

TEXT-BOOKS

American Literature—Hawthorne and Lemmon, Mathews.
Algebra—Wells' Essentials, Milne.
Arithmetic—Hall, Part III; Beman & Smith.
Astronomy—Todd.
Bookkeeping—Williams and Rogers.
Botany—Gray's School Field Book, and Campbell.
Chemistry—Williams.
Civil Government—Hinsdale.
Elocution—Cumnock.
English—Hinsdale.
English Literature—Painter, Corson, Minto, Lynch, McNeil, Lanier.
Geography—Frye and Natural.
Geology—Le Conte.
Geometry—Wells' Essentials of Plane and Solid.
German—Collar's Shorter Eysenbach.
Maerchen und Erzaehlungen I., Guerber.
Composition—Harris.
Immensee—Storm.
Riehl's Fluch der Schoenheit.
Im Zwielicht—Baumbach.
Hoeher als die Kirche—Von Hillern.
Die Journalisten—Freytag.
Gore's Science Reader.
Wilhelm Tell—Schiller.
Minna von Barnhelm—Lessing.
Hermann und Dorothea—Goethe.
Lyrics and Ballads—Hatfield.
Grammar—Buck's Elements.
Buck's Grammar.
Greek—"The Beginner's Greek Book."—White.
Memorabilia of Socrates.—Robbins.
Iliad—Seymour.

History—American—Channing and McMaster.
English ————.
General—Myers.
Latin—"First Year Latin"—Collar and Daniell.
A Junior Latin Book—Rolfe and Dennison.
New Latin Composition—Daniell.
Cicero—Allen and Greenough.
Cicero—Essays—Kelsey.
Vergil—Greenough and Kittredge.
Latin Grammar—Bennett.
Ovid—Peck.
Methods in History—Mace.
Mineralogy—Foye.
Orthography—"National Speller and Word Book."
Pedagogy—Hewitt, and Halleck.
Compayre's Psychology Applied to Education.
Rosenkranz's Philosophy of Education.
White'sArt of Teaching.
Penmanship—Merrill.
Phonics—De Garmo.
Physical Geography—Davis.
Physics—Avery. Gage's First Principles, Mead.
Physiology—Tracey.
Psychology—McLellan and Dewey, Putnam, Davis.
Rhetoric—Genung, Cairus, Scott & Denney.
Trigonometry and Surveying—Wentworth.
Vocal Music—Normal Course (Tufts & Holt).
Word Analysis—Swinton.
Zoology—Holder (B); Dodge (A).

Roster of Students

PRACTICE TEACHERS

The figure following the name indicates the number of terms which the teacher has taught in the Practice Department during this school year.

Baker, Walter G.....1
Ballard, Sanford E.....1
Barrow, Mamie 1
Batman, Milo R.....1
Blair, Stella 1
Bocke, Henrietta 1
Boggs, Chesley A.....1
Brainard, Jessie 1
Brewster, Hallie 1
Brubaker, Loren 1
Brubaker, Marvin 1
Bean, Estella 2
Burgess, Lena 1
Carson, Marie..... 2
Cocke, Maude 2
Corey, Frank 3
Curtis, Fay..... 2
Deniston, Maurice 1
Doty, John M.....1
Ellis, Winifred 2
Eubanks, Thena 1
Felts, Lorin 1
Graham, Malcolm 2
Gubelman, Lily 1
Hester, Edna 2
Hill, Jennie 1
Hunsaker, Andrew F.....1
Holmes, Bertha 1
Jenny, Elise 1
Jones, Clarice 2
King, M. Leslie 1
Launer, June 2
Mayhew, Fannie 2
Martin, Rollo A.....1
McDowell, Jessie 2
McMurphy, Kate 1
Moesser, Mamie 1
Muckelroy, Renzo 1
Nimock, John K.....2
Norfleet, Benjamin F.....1
Ozment, Elvis W.....1
Ozment, Lettie 1
Peace, William G.....1
Porterfield, Pearl 1
Roberts, Jette 2
Rogers, Gay 1
Smith, Ada 2
Smith, Minnie 2
Spence, Grace 2
Stotlar, John Y.....1
Taylor, Roscoe 2
Thornton, Blanche 1
Thompson, Fay..... ⅓
Walther, J. A. B.....1
Weston, Bessie 1
Whitlock, F. Waine 1
Whitlock, Stella 1
Wilson, S. J. Harry 1
Wilson, William Perry.....1

POST GRADUATES AND SPECIAL

NAME	RESIDENCE
Cagle, Alvena C	Carbondale
Ellis, Beulah N	Carbondale
McKnelly, Jacob	Louisville

SENIORS

NAME	RESIDENCE
Brush, Bessie	Carbondale
Doty, John M	New Grand Chain
Felts, Lorin	Lake Creek
Graham, Malcolm	Carbondale
Gubelman, Lily	Sumner
Hester, Edna	Carbondale
King, Leslie	Anna
Kirk, Mary E	Carbondale
Kirk, Vida G	Carbondale
Launer, June	Olney
Layman, Thomas	Benton
McMurphy, Kate	Makanda
Muckelroy, Renzo	Mt. Vernon
Nimock, J. K	Carbondale
Norfleet, B. F	Kell
Perce, Clara	Carbondale
Smith, Ada I	Carbondale
Stotlar, John Y	Carbondale
Tanner, Lillian	Menard
Wilson, S. J. Harry	Pinckneyville

NORMAL

NAME	RESIDENCE
Alvis, Bennet	Cartter
Abernathy, Robert	Cobden
Alexander, Jessie	Carbondale
Baker, Walter G	Albion
Ballard, Sandford E	Pinckneyville
Baltzell, Edna L	Mt. Vernon
Barbre, John	Carmi
Barker, Arthur	Cisne

NAME	RESIDENCE
Barrow, Mamie	Alto Pass
Batman, M. R.	Carbondale
Batson, Sylvester	Carbondale
Bauman, Charles P.	Olney
Bean, Estella	East St. Louis
Bechtoldt, Joseph E.	Belleville
Beckemeyer, Albert	Buxton
Beckemeyer, Harry J.	Buxton
Bellamy, John G.	DuQuoin
Blair, Mina	Cutler
Blair, Stella	Cutler
Bock, Henrietta	Smithton
Boggs, Chesley A.	Walnut Hill
Boley, Roscoe	Bonpas
Bond, Ruby	Mt. Vernon
Bonham, Eunice M.	Carbondale
Bonham, Welcome	Carbondale
Bourchier, Clarence	Carbondale
Boucher, Kate P.	Murphysboro
Bradley, Harvey	Wolf Creek
Brainard, Jessie	Carbondale
Bramlet, Warner R.	Eldorado
Brandon, Grace	Makanda
Brewster, Hallie	Carbondale
Brinkley, Frank P.	Amity
Brooks, Elsie	Carbondale
Browner, Ida	Mound City
Brubaker, Loren E.	Salem
Brubaker, Marvin	Salem
Brush, Alice	Carbondale
Burgess, Ida M.	Brookport
Burgess, Lena	Lake Creek
Campbell, John Arthur	Carbondale
Carson, Marie L.	Fairfield
Cauble, Joshua	Elco
Charlton, Edna C.	Salem
Chamness, Bettie	Carterville
Cocke, Maude	Creal Springs

NAME	RESIDENCE
Coleman, Francis J	Oakville
Cook, Alice A	Anna
Cole, Ethel	New Burnside
Corrie, Frank	Sumner
Coulter, Elizabeth	Oakdale
Cox, Henry L	Ozark
Cox, Loyd F	Ozark
Cozad, John H	Tonti
Cromeenes, Reuben	Rose Bud
Crow, Eleanor	Carbondale
Culp, James E	Cobden
Cruse, Robert	Carterville
Cummins, Amous L	Boaz
Curtis, Fay	Carbondale
Deniston, M. C	Carbondale
Dillow, Paul M	Dongola
Ellis, Paul H	Anna
Ellis, Winifred M	Cairo
Emerson, Faith	Blairsville
Entsminger, Edith V	Carbondale
Ernest, T. R	Swanwick
Etherton, Homer D	Carbondale
Eubanks, Thena	Roland
Fisher, Amy	Kinmundy
Forsyth, Donald	Carbondale
Forsyth, Willfred	Carbondale
Fox, W. Elbert	Carbondale
Fraser, Agnes M	Carbondale
Freeman, B. F	Gard's Point
Freeman, Maggie N	Rentchler
Freivogle, Ida J	Mascoutah
Fullerton, Gracie C	Carbondale
Funkhouser, John C	School
Gallegly, William M	Carbondale
Galloway, Effie E	Olney
Garrison, Arnold	Garrison
Goddard, Frank C	New Burnside
Gore, D. C	Curry

NAME	RESIDENCE
Groner, Otto	Dongola
Grubb, Fred	Noble
Hall, Cloyd C	Walpole
Halstead, Bessie	Carbondale
Halstead, Nora	Carbondale
Hankla, George M	Cobden
Harrington, Lawrence	Cottonwood
Harris, Dollie	Frankfort
Harris, William M	Lake Creeek
Hartley, Bertha	Sheller
Haseltine, Lawrence	Olney
Hawkins, Lena F	Carbondale
Hawkins, May S	Beechwood
Hawley, Mary A	Levings
Hayden, Bessie	Carbondale
Hayden, Samuel J	Mound City
Hayes, Olive	Carbondale
Hays, Herbert A	Elkville
Henry, Fred H	Noble
Hetherington, John B	Harrisburg
Hickman, James F	Tonti
Hicks, Elizabeth	Ora
Higginson, Charles N	Grayville
Hileman, Myrtle A	Anna
Hill, Charley	Exchange
Hill, Jennie	Carbondale
Hiller, Frank	Carbondale
Hiller, Jake	Cisne
Hobbs, Thomas M	Carbondale
Hogendobler, Lula	Villa Ridge
Holliday, Samuel D	Swanwick
Holmes, Bertha	Temple Hill
Holtz, Laurence	Olney
Howe, Mabel Lola	Olney
Huggins, Homer	Cutler
Hughes, Fred C	Carbondale
Hughes, Lettie	Carbondale
Hughes, Louis D	Carbondale

NAME	RESIDENCE
Humphreys, Quincy E	Osage
Hunsaker, Andrew F	Cobden
Hunsaker, Jacob Z	Cobden
Hunt, Ada I	Mt. Vernon
Jackson, Frank B	Carbondale
Jackson, Ralph W	Mt. Vernon
Jaenke, William F	Burksville
Jenny, Elise	Jamestown
Jones, Clarice	Carbondale
Jobe, William	Carbondale
Jordon, Roy	Rinard
Karraker, Carrie K	Dongola
Karraker, Homer J	Jonesboro
Kavanagh, Eva R	Carbondale
Kell, Alice M	Kell
Kirk, Bonnie L	Carbondale
Kirk, Donald D	Carbondale
Kisner, George W	Brownsville
Kisner, Auburn S	Brownsville
Kopp, Charles M	Sims
Lamont, Roy	Long Prairie
LaRue, Claude L	New Burnside
Ledford, Denton	Carbondale
Lee, Ardell A	Carbondale
Lee, Chester Arthur	Carbondale
Lee, Elmo W	Tamaroa
Lewis, John H	New Athens
Lewis, Mabel	Carbondale
Long, M. Grace	New Athens
Long, Mille V	Omega
Long, Myrtle M	Omega
Lyerla, Abbie I	Irving
Lynn, William R	Lebanon
Malone, Samuel A	Grayville
Manering, Adrian	Osage
Manering, Miron F	Osage
Mannen, Lela	Waltonville
Martin, Rollo A	Osage

NAME	RESIDENCE
Martyn, Mary G	Carbondale
Marvin, Fritz	Carbondale
Matthews, Frank A	Odin
Maxwell, Delpha	Carbondale
Mayhew, Fannie	Carbondale
McClure, Nellie	Kinmundy
McCarthy, Pearl	Carbondale
McConnell, Pearl	Oakdale
McDowell, Jessie	Sumner
McIntyre, Norman	Swanwick
McKinney, Robert	Carbondale
McLaughlin, Stella	Salem
McMurphy, Carrie	Carbondale
Miller, Stacy	Carbondale
Moeser, Mamie	Smithton
Montgomery, Janie	Sparta
Morton, Kell G	Cartter
Neely, Thomas T	Azotus
Nichols, Leroy J	Kinmundy
Norton, Katherine	Tamaroa
Noyes, Walter V	Carbondale
Ozburn, Sallie	Pinckneyville
Ozment, Christopher C	South America
Ozment, Elvis W	New Hope
Ozment, Lettie	New Hope
Ozment, William Lee	New Hope
Parks, J. L	Carbondale
Parmeley, Joseph G	Herrin
Parrish, Mae W	Carbondale
Patton, Braden	Locust Grove
Patton, Jacob E	Lenzburg
Peace, William G	Kell
Peer, Marshall	Ellis Mound
Penrod, Jocelyn	Dongola
Pflaum, Lillie B	Noble
Phelps, Jennie	Carbondale
Pickles, Anna	Regent
Pickles, Ella	Regent

NAME	RESIDENCE
Piper, Nannie	Oakdale
Pohlmann, Henry	Plum Hill
Porterfield, Pearl	Pulaski
Presson, Lester A	Carbondale
Presson, Loren C	Carbondale
Presson, Minnie L	Carbondale
Pyatt, Lillian	Pyatt
Pyron, Arthur	Crain
Redmon, Nella	West Liberty
Reed, Oliver M	Carbondale
Rendleman, Charles H	Cottage Home
Ridgley, Dow A	Parkersburg
Rieger, Josie	Pinckneyville
Rigden, Henry	Carbondale
Rigden, Henry D	Carbondale
Roberts, Jette E	Mt. Vernon
Robinson, Lilian	Murphysboro
Rogers, Gay	Carbondale
Row, Harry R	Makanda
Scherer, Claude	Olney
Schmalhausen, Ella	Olney
Schwartz, Chester	Elkville
Skinner, John K	Iuka
Smith, Clyde L	Carbondale
Smith, Elsie	Murphysboro
Smith, Hazel	Carbondale
Smith, Minnie	Carbondale
Snider, Grace	Osage
Spence, Grace	Carbondale
Spiller, Pearl	Benton
Stephens, Maggie	Carbondale
Stewart, Zella	Carbondale
Storm, Della	Golconda
Stotlar, LeRoy A	Herrin
Taylor, Clifton L	Carbondale
Taylor, Harry O	Raum
Taylor, Ralph	Carbondale
Taylor, Roscoe A	Carbondale

NAME	RESIDENCE
Teeter, Lillian	Carbondale
Teeter, Robert W	Carbondale
Temple, H. W	Carbondale
Thompson, Curtis M	Makanda
Thompson, Fay	Golconda
Thornton, Blanche	Osage
Throgmorton, Arthur	Ozark
Tindale, Nan C	Choctawe Bluff, Ark.
Tindall, Elsie M	Carbondale
Todd, Bessie	Carbondale
Toler, Lillie	Carbondale
Tolle, Emily R	Vernon
Vanarsdall, Elmer	Parkersburg
Walker, Charles	Lake Creeek
Walker, Mamie M	Lake Creek
Waller, Joseph T	Murphysboro
Walther, J. A. B	Golconda
Welch, May	Middlepoint
Weldy, Orpha M	Beechwood
Wells, James	Ryder
Wells, Lillie	Salem
West, William A	Omaha
Weston, Bessie M	Carbondale
Wham, Fred L	Cartter
Whitlock, H. Waine	Dix
Whitlock, Stella C	Dix
Whitlock, Walter H	Carbondale
Wiley, Bessie	Carbondale
Williams, Florence E	DuQuoin
Willms, T. B	Vandalia
Wilson, John M	Anna
Wilson, William P	Ava
Wilson, William W	Anna
Woods, Abbie E	Murphysboro
Woods, Agnes H	Belleville
Wyatt, Roscoe D	Salem

SUB-NORMAL.

NAME	RESIDENCE
Albright, Bertha	Tunnel Hill
Aldridge, J. H.	Aldridge
Anderson, H. Albert	Marissa
Avant, Ceola V.	Beechwood
Avery, John M.	Lake Creek
Batson, Charles H.	Carbondale
Bennett, Amanda	Carterville
Black, Lucia M.	Pomona
Bond, Marguerite	Mt. Vernon
Bonham, Raymond	Carbondale
Bowlby, Joel M., Jr.	Carbondale
Campbell, Ethel	Carbondale
Carter, Edith	Ashley
Chapman, John	Carbondale
Chatham, Bessie B.	Mill Creek
Chester, Emma C.	Ozark
Cox, Zoe Alpha	Ozark
Crabtree, Loren	Anna
Craig, Harriet E.	Swanwick
Crain, Alma	Villa Ridge
Crain, Emma	Carbondale
Crawshaw, Rolla	Carbondale
Crenshaw, Ruth	Carbondale
Crow, Foster	Carbondale
Crow, Nathaniel A.	Carbondale
Cummins, Thomas A.	Boaz
David, Louis G.	Red Bud
Davis, Fred	Anna
DeBow, Mary L.	Carbondale
Dees, Jesse W.	Waltonville
Dillard, Blanche B.	Stonefort
Dillinger, Willie H.	Carbondale
Dineviddie, Eva P.	Woodlawn
Dixon, Nannie	Union City
Donelson, Lina	Creal Springs
Donoho, Rosie	Hickory Hill
Dry, Paul M.	DuQuoin

NAME	RESIDENCE
Edmonson, Wesley G	New Burnside
Etherton, Ada	Murphysboro
Etherton, Delia M	Murphysboro
Etherton, Leona	Carbondale
Etherton, Lewis W	Carbondale
Etherton, Lucy A	Carbondale
Etherton, Minnie L	Carbondale
Forsyth, Willfred	Carbondale
Fox, Homer	Carbondale
Freeman, Amelia J	Rentchler
Friend, William E	Okawville
Gain, Forest E	Iuka
Gain, Walter	Carbondale
Gambill, Ida C	Lake Creek
Gent, Willie D	Carbondale
Gore, Bessie	Curry
Gower, Lydia	Carbondale
Hagler, Bertha	Carbondale
Halstead, Ethel I	Carbondale
Halstead, Floy E	Carbondale
Hartley, Stella	Sheller
Hays, William L	Elkville
Henson, Cora	Lake Creek
Henson, Etta	West Frankfort
Henson, Noah	Frankfort
Hindman, Dennis	Anna
Hindman, Homer A	Vergennes
Hogendobler, Cora M	Villa Ridge
Hogendobler, Helen M	Villa Ridge
Holder, Arthur	Carbondale
Hopkins, David L	Makanda
Hopkins, Maurice E	Bosky Dell
Howell, Ethel H	Carbondale
Hunsaker, Stella	Progress
Hunt, Carrie	Butler, Ark.
Jenkins, Alice K	Carbondale
Jenkins, Saretta	Wayne City
Johnson, Edith	Carbondale

NAME	RESIDENCE
Johnson, Mamie	Brookport
Johnson, Nina L.	Carbondale
Karraker, Earl	Dongola
Keen, Raab	Six Mile
Keller, Thomas M.	Moscow
Kennedy, Effie	Swanwick
Kerley, Conard	Flatwood
Kinzel, C. J.	Caspars
Koch, Fred L.	Johannisburg
Kurtz, Anna	Tamaroa
Leilich, Edward	New Athens
Lipe, Charles	Boskydell
Longnecker, Henry	Cartter
Longnecker, Mary	Cartter
Lowry, Jessie	Nashville
Mannen, Edith	Waltonville
Mansker, Cora B.	Rockwood
Martin, Walker	Carbondale
Martyn, Lydia	Carbondale
Mason, George	Fairman
McCamish, Samuel	Carbondale
McFarland, Arnold	West End
McNeil, Tempie	America
Metz, Lynn T.	Carbondale
Mitchell, Alice	Carbondale
Mizell, Walter E.	Simpson
Mott, Charles W.	Golconda
Muse, Ernest H.	Carbondale
Neber, Ernest	Carbondale
Nurnberger, F. H.	Baldwin
Ozment, Annie	New Hope
Otrich, Charles O.	Anna
Parkinson, Raymond	Carbondale
Parrish, W. A.	Vergennes
*Peace, Lillie S.	Kell
Perry, Vernell	Hudgins
Pinkerton, Anna	Swanwick
Prier, Isaac	Villa Ridge

*Deceased

NAME	RESIDENCE
Rabourn, Marion	Raleigh
Renfro, Daisy D	Carbondale
Renfro, Julia	Mt. Vernon
Rife, Ernest	Pulaski
Risby, Dora	Posey
Roberson, Lucy	Clinton
Roberts, Charles F	Etherton
Robertson, Clara B	Creal Springs
Robertson, Cora A	Creal Springs
Robinson Hugh	Murphysboro
Rose, William	Tamaroa
Savitz, William H	Murphysboro
Schenk, Peter	Ellis Grove
Shanafelt, Ella	Salem
Shryock, Bessie	Elnora, Ind.
Simmons, Charles D	Kell
Simpson, James R	Sanburn
Skaggs, Lucie O	Marion
Skinner, Bertha L	Iuka
Skinner, Lulu G	Iuka
Skinner, Minnie C	Iuka
Slagle, Nellie Thorp	Carbondale
Slagle, Robert C	Carbondale
Smith, Dean S	Carbondale
Smith, Pearl L	New Burnside
Smith, Phebe	Carbondale
Smith, Wayne	Carbondale
Snider, Joseph	Carbondale
Spangler, John T	Exchange
Spence, Mamie	Carbondale
Spiller, Theresa	Carbondale
Springer, Charlie F	Makanda
Springer, Willie E	Makanda
Stearns, Claude	Pomona
Stearns, Hattie	Carbondale
Storm, Grace	Carbondale
Sullivan, Susie	Tamaroa
Summerville, Roy	Irvington

NAME	RESIDENCE
Taylor, Charles H	Carbondale
Taylor, Harold	Carbondale
Templeman, George E	Wayne City
Thomas, George	Tamms
Thornton, Golda	Carbondale
Throgmorton, Frank	Ozark
Titus, Mary	Beechwood
Trail, Grace	Carbondale
Trobaugh, Henry R	Murphysboro
Trotter, Mary	Arcola
Vancil, Mollie	Carbondale
Waller, Edgar	Murphysboro
Waller, William	Murphysboro
West, John	Odin
White, William D	Equality
Wiley, Charles	Carbondale
Williams, Beatrice	DuQuoin
Williams, Cora A	Odin
Williamson, Marlie	Kell
Willis, Arthur	Bosky Dell
Wilson, John A	Ava
Woods, Abbie E	Murphysboro
Wyatt, Iva M	Kell
Yates, Robert H	Willard

HIGH SCHOOL

NAME	RESIDENCE
Curtis, Harry C	Carbondale
Dailey, Frank E	Carbondale
Etherton, Ruby	Carbondale
Foley, Mattie	Carbondale
Hester, Herbert H	Carbondale
McKinney, Edna	Carbondale
Mitchell, John M	Carbondale
Mount, Sophia	Simpson
Tygett, Roscoe	Carbondale

GRAMMAR

NAME	RESIDENCE
Allen, Mary Brooks	Carbondale
Bullock, Edwin	Carbondale
Clark, Claud	Leo Rock
Cross, Robert	Carbondale
Crossland, Joe	Hailewell, Ky.
Curtis, Earl	Carbondale
Dailey, Bernice	Carbondale
Davis, Elizabeth H	Carbondale
Elliott, Alma	Carbondale
Etherton, Everett	Carbondale
Etherton, Irvy R	Carbondale
Evans, Ed	Carbondale
Evans, John	Carbondale
Grater, Annie	Carbondale
Hayes, Jennie	Carbondale
Ingram, George W	Olmsted
Johnson, Ora	Centralia
Kelley, Estella E	Carbondale
Lauder, Jessie	Carbondale
Lewis, Ferne	Carbondale
Lipe, Vera M	Bosky Dell
Marmaduke, Loula E	Carbondale
Marmaduke, May E	Carbondale
McConnell, Robert	Carbondale
Miller, Ada	Carbondale
Moon, C. R	Benton
Muse, Marie	Carbondale
North, Edgar M	Carbondale
North, Frank	Carbondale
Parkhill, Elliott	Carbondale
Putnam, Grace J	Carbondale
Riddell, Josephine	Carbondale
Rude, Harry C	Carbondale
Savitz, Harry C	Murphysboro
Simons, Maud	Carbondale
Sponsler, Alvin	Carbondale
Stearns, Claude	Pomona
Taylor, William	Carbondale

NAME	RESIDENCE
Thompson, Mabel	Carbondale
Whalen, Mary	Carbondale
Wilson, John A	Ava
Winchester, Dallas	Carbondale
Winchester, Denver	Carbondale
Winchester, Hallie	Carbondale
Woods, Harry	Carbondale

INTERMEDIATE

NAME	RESIDENCE
Adams, Blanche	Carbondale
Arnold, Ralph	Carbondale
Bouchier, Nellie	Carbondale
Branch, John	Carbondale
Butler, Mary	Carbondale
Crain, Russell	Carbondale
Crow, Mary	Carbondale
Dickens, Glenn	Carbondale
Dowdell, Edith	Carbondale
Easterly, Charlie	Carbondale
Easterly, Frank	Carbondale
Fitzgerald, Annie	Carbondale
Fitzgerald, Ola	Carbondale
Gavin, John	Carbondale
Golliher, John A	Carbondale
Grantham, Alma M	Carbondale
Grantham, Lena P	Carbondale
Grater, Marie	Carbondale
Hanford Chester	Carbondale
Hanford, Marguerite	Carbondale
Halstead, Wilda	Carbondale
Hooker, Estelle	Carbondale
Kelley, Nettie	Carbondale
Kelley, Winona	Carbondale
King, Carrie	Carbondale
Lewis, Orman	Carbondale
Metz, Ina	Carbondale
Mitchell, Jennie	Carbondale

NAME	RESIDENCE
Mitchell, Julia	Carbondale
Muse, Clarence	Carbondale
Neber, Mary	Carbondale
North, Frank	Carbondale
Ogden, Zora	Carbondale
Parkhill, Cornelia	Carbondale
Parkinson, Alice	Carbondale
Peters, Duce	Carbondale
Porter, Margaret	Carbondale
Price, Early	Carbondale
Price, Versie	Carbondale
Rigdon, Bernie	Carbondale
Risby, Effie	Carbondale
Shelton, Nina	Carbondale
Sheppard, Ellouise	Carbondale
Simons, Edith	Carbondale
Simons, Ida	Carbondale
Simons, Robert	Carbondale
Skates, Dovie	Carbondale
Slagle, Floy	Carbondale
Smith, Helen	Carbondale
Spence, Edith	Carbondale
Sponsler, Bessie	Carbondale
Taylor, Edna	Carbondale
Winters, Helen	Carbondale

PRIMARY

NAME	RESIDENCE
Allen, Alfred	Carbondale
Branch, William	Carbondale
Butler, Webber	Carbondale
Cagle, Fred	Carbondale
Carleton, Carrie	Carbondale
Carleton, Myra	Carbondale
Connell, Barton	Carbondale
Crawshaw, Ruth	Carbondale
Crow, Marshall	Carbondale
Crow, William	Carbondale

NAME	RESIDENCE
Crowell, Heber	Carbondale
Douglas, Jimmie	Carbondale
Dowdell, Dickey	Carbondale
Dowdell, Ruth	Carbondale
Etherton, Cyrus	Carbondale
Etherton, Della	Carbondale
Etherton, Homer	Carbondale
Etherton, Lola	Carbondale
Fitzgerald, William	Carbondale
Gallegly, Iva	Carbondale
Grater, Ethel	Carbondale
Hamilton, Ralph	Carbondale
Harper, Charley	Carbondale
John, Evan	Carbondale
John, Kate	Carbondale
John, Marguerite	Carbondale
Joyner, Clarence	Carbondale
Keesee, Dorothy	Carbondale
Kelley, Hazel	Carbondale
Kelley, Homer	Carbondale
Kennedy, Lucy	Carbondale
Lilly, Edna	Carbondale
McConnell, Harry	Carbondale
MacMillan, Vera	Carbondale
Norris, Emma	Carbondale
Ogden, Gilbert	Carbondale
Ogden, Grover	Carbondale
Renfro, Lacey	Carbondale
Rude, Robert	Carbondale
Scott, Grace	Carbondale
Scott, Hugh	Carbondale
Scott, Mabel	Carbondale
Smith, Paul	Carbondale
Smith, Russell	Carbondale
Spain, Gladys	Carbondale
Spain, Pansy	Carbondale
Spence, Jessie	Carbondale
Stafford, Ralph	Carbondale
Stephens, Mark	Carbondale

NAME	RESIDENCE
Foley, Cecelia	Carbondale
Travelstead, Ethel	Carbondale
Treese, Madge	Carbondale
Weiler, Genevive	Carbondale
Weiler, Walter	Carbondale
Wilhoite, Jimmie	Carbondale
Wiswell, Leroy	Carbondale
Wood, Matta	Carbondale
Yost, Robert	Carbondale

SUMMER TERM

NAME	RESIDENCE
Arnold, Seva	Alto Pass
Baker, Roscoe	Cottage Home
Ballance, Edna	Vienna
Bellamy, John	DuQuoin
Blanchard, Mattie	Hartsville
Blankenship, Myrtle	Foxville
Bonham, Eunice	Carbondale
Boyd, Florence	Schuline
Bowlby, Joel M., Jr	Carbondale
Brandon, W. A	Makanda
Brewster, Hallie	Carbondale
Britton, Blanche	Anna
Brooks, Elsie	Carbondale
Brown, L. W	Dongola
Brush, Bessie	Carbondale
Cox, William C	Temple Hill
Crabb, John H	Herod
Crow, Eleanor	Carbondale
Curtis, Fay	Carbondale
Cuykendall, Addie	Parkersburg
Damron, E. L	Progress
Damron, Jennie	Progress
Davis, Maggie	Unity
Davis, Roy	Carbondale
Dean, Mame	Ava
Dillow, Ephriam	Progress

NAME	RESIDENCE
Dorsey, C. A	Carbondale
Ehlman, Maude	Cairo
Felts, Lorin	Lake Creek
Flynn, Mamie	E. St. Louis
Foster, Celia	Regent
Fraser, Agnes	Carbondale
Freeman, Ruges	Rentchler
Gain, Effie	Cartter
Gallegly, Lillie	Lick Creek
Gallegly, William M	Lick Creek
Ganter, Alexander	Floraville
Gilmore, Olive	Effingham
Gordon, Ione	Ava
Gray, Anna	Vienna
Guy, Mark	Ullin
Hall, Gertrude	Wetaug
Hall, Lulu	Wetaug
Halstead Floy	Carbondale
Harper, O. E	Carbondale
Harrison, Ada	Christopher
Harry, Robert	Rockwood
Hart, Cora	Rockwood
Harwood, F. D	Flora
Hayes, Olive	Carbondale
Heeley, Bertie	E. St. Louis
Heeley, Susie	E. St. Louis
Hester, Edna	Carbondale
Hicks, Elizabeth	Lusk
Hinckley, Agnes	Ashley
Hirous, Maude	Waltonville
Hodgson, Eva	Albion
Holiberd, Henry W	Temple Hill
Houts, Mabel	Metropolis
Hutson, Clara	Downing
Jones, D. C	Ava
Jones, D. O	Chester
Jones, Ed	Olga
Jones, Jesse	Goreville

NAME	RESIDENCE
Jones, L. L.	Carterville
Jones, Zetta	Carterville
Keller, Thomas	Moscow
Kendall, Gertrude	Progress
King, Alvis B.	Golconda
King, Leslie	Anna
King, Thomas	Rosebud
Kingsbury, H. B.	West Salem
Kirk, Vida	Carbondale
Laughlin, W. T.	Palzo
Layman, Thomas J.	Benton
Lee, Chester Arthur	Carbondale
Mackenzie, Eva	Vienna
Mann, Lulu	DuQuoin
Mann, Margaret	Carbondale
Mayhew, Fannie	Carbondale
McCarthy, Pearl	Carbondale
McMurphy, Carrie	Makanda
Michaux, Ida	Metropolis
Mitchell, Jennie	Mt. Vernon
Moorman, Clair	Edwardsville
Moll, Jessie	Mound City
Nober, Ernest	Carbondale
Need, Mrs. Hattie	Fairfield
Nimock, J. K.	Carbondale
Norfleet, B. F.	Walnut Hill
Ozment, W. L.	New Hope
Parrish, Mae	Carbondale
Perce, Clara	Carbondale
Perkins, Clara	Sumner
Porter, V. Arthur	Centralia
Presson, Minnie	Carbondale
Presson, William	Carbondale
Randall, Stabelle	Unity
Reid, Della	Schuline
Robinson, Mattie	Mt. Vernon
Robinson, Myrta	Carbondale
Rogers, Gay	Carbondale

NAME	RESIDENCE
Roth, Lizzie	Freeburg
Russell, Carrie	Ava
Sanderson, Pearl	Greenville
Schenck, Bertha	Paris
Skelton, Everett	Fairman
Skelton, Lizzie	Fairman
Smith, Ada I.	Carbondale
Smith, Blanche	Freeburg
Smith, Henry W.	Arcola
Sneed, Mattie	McLeansboro
Snyder, Joe L.	Flora
Spani, Kate	Benton
Spiller, Mabel	Carbondale
Storm, Della	Golconda
Streuber, Emma	Greenville
Sutton, E. W.	Tunnel Hill
Teeter, Lilian	Carbondale
Temple, H. W.	Carbondale
Thompson, Lavern	Parkersburg
Thorne, May	Huntsburg
Thornton, J. W.	Lick Creek
Toler, Albert C.	Regent
Toler, Lillie	Carbondale
Triplett, Annie	Vienna
Trobaugh, W. W.	Carbondale
Tygett, Roscoe	Carbondale
Wallace, William M.	Hartsville
Walter, Philip	Waltersburg
Walter, Ella	Waltersburg
Walther, J. A. B.	Golconda
Weisenborn, Henry	Millstadt
Welch, May	Middlepoint
Wells, Clara B.	Metropolis
Whittenburg, Lulu	Vienna
Williams, Annie W.	Carbondale
Womack, W. W.	Stonefort
Woods, Agnes	Belleville
Woods, Mamie	Carbondale

NAME	RESIDENCE
Woods, Melissa	Carbondale
Worley, Orville	Fairfield

GENERAL SUMMARY

Post Graduate and Special	3
Seniors	20
Normal	272
Sub-Normal	175
High School	9
Grammar	45
Intermediate	53
Primary	58
Normal Department, Summer Term	142
Names counted twice	38
Total enrollment	739
Enrollment Fall Term	409
Enrollment Winter Term	430
Enrollment Spring Term	450
Total	1289
Average by terms	429⅔

ALUMNI

The Alumni Association now numbers three hundred and eighty-nine. The large majority of these representatives of the institution are progressive and potent factors in educational centers, exerting a very decided influence upon the lives of the youth of our land. They are widely distributed throughout the Union, five of them now occupy important positions in the Philippine Islands; and wherever they are, and in whatever work engaged, they retain a most loyal regard for their Alma Mater and the cause of education. The elegant portrait of Dr. Robert Allyn, the president of the school for its first eighteen years, presented by the Alumni Association to the institution at a cost of twelve hundred dollars, is indicative of their loyalty to the institution which they represent.

For many years the members of the Association have been requested to send to the Registrar not later than April 1, their addresses in order that the directory may be as nearly correct as possible. Many have done this, but many have failed to do so. The request is again made and with special emphasis, hoping that those who have graduated from the University will aid in keeping a correct address of the entire number.

The welfare of the school is in no small degree in the hands of those who have enjoyed its advantages, and this is especially true of the Alumni.

Below find a list of Officers and Executive Committee followed by an alphabetic list, by years, of all graduates.

Officers of the Alumni Association:

President—J. T. Ellis, Carbondale.

Vice-President—Mabel Peters, Carbondale.

Treasurer—Mrs. Sarah Crenshaw, Carbondale.

Recording Secretary—J. O. Marberry, Cobden.

Corresponding Secretary—Simeon Boomer, Tonica.

Historian—Mrs. Adella B. Mitchell, Carbondale.

Executive Committee—Mrs. Adella B. Mitchell, Carbondale; O. E. Harper, Carbondale; S. T. Robinson, Hillsboro; Mary E. Leary, Council Bluffs, Iowa.

Class of 1876.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
1	Brown, John N.....	6		
2	Caldwell, Beverly C...	26	President State Normal,	 Natchitoches, La.
3	Hawthorn, John C.*...			
4	Ross, George C.....	6	Dep't. of Int'r, Washington, D. C.	
5	Wright, Mary	4½		Cobden

1877.

6	Barnes, Belle, D. A....			Bloomington
	Mrs. H. H. Green.....			
7	Burton, Arista	17		Colorado Springs, Colo.
8	England, James H.....	6	Farmer.....	Carbondale
9	Warder, William H....	3	Mem. of Gen. Assembly.....	Marion

1878.

10	Caldwell, Delia	7	Physician.....	Paducah, Ky.
11	Courtney, Alva C.*....	21		
12	Evans, Charles E.*....			
13	Hanna, James A.....	6	Merchant.....	Sulphur Springs, Ga.
14	Hillman, Orcelia B....	5		Salina, Kan.
	Mrs. Merrill.....			
15	Jackson, Sarah E.....			DuQuoin
	Mrs. H. H. Kimmell...			
16	Kennedy, George R....	1		Murphysboro
17	McAnally, John T.....	3	Physician.....	Mayor, Carbondale
18	McAnally, Mary	10		Mt. Vernon
	Mrs. N. H. Moss.....			
19	Pierce, Reuben E.....	1	Minister	Epworth
20	Plant, Richmond**.....			St. Louis, Mo.
21	Robinson, Edward H...		Physician	Chicago
22	Thompson, David G....	6	Lawyer	Golconda

1879.

23	Burnett, Andrew C.**..		Lawyer.....	Lamar, Mo.
24	Farmer, George H....	16		Vandale, Ark.
25	McCreery, Ida M.*....	3		
26	Phillips, Lyman T.....	2	(Paid tuition one year.)	
			Dentist	Nashville

1880.

27	Bruck, Lauren L.....	7	Bookkeeper	Chicago
28	Gray, Joseph.....	16		
29	Heitman, Louis.....	4	Pharmacist	Chester
30	Hull, Charles E.....		Merchant.....	Salem
31	Kimmell, Henry A.....	6	Farmer	Calhoun
32	Mann, Wallace E.....	4	Editor	Decatur
33	Ogle, Albert B.**.....		Insurance Agent.....	Belleville
34	Rentchler, Frank P....			Los Angeles, Cal.
35	Sheppard, Lizzie M....	8½		Greeley, Colo.
	Mrs. Dr. J. K. Miller..			
36	Warder, Gertrude A...	8		Wilmette
	Mrs. C. J. Michlet.....			

*Deceased.
**Paid tuition.

1881.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
37	Burton, Charles H.....		Lawyer	Edwardsville
38	Hughes, William F....	9	Surveyor	Murphysboro
39	Karraker, Henry W....	13	Farmer	Dongola
40	Lorenz, John W.....	4	Druggist	Evansville, Ind.
41	Marshall, Oscar S.....		Fruit Grower	Salem
42	Marshall, Thomas S...		Bank Cashier	Salem
43	Sowers, Mary A..... / Mrs. J. C. Scott.....	8		E. St. Louis
44	Ward, Edward I.....	11	Minister	Aledo

1882.

45	Atkins, Wezette / Mrs. C. W. Parkinson..	2		Edwardsville
46	Deardorf, Lizzie M.... / Mrs. DeMoss.....	6		Ballard, Wash.
47	Ennison, Walter J.....		Lawyer	Hartford, Conn.
48	Goodall, Adella B..... / Mrs. Dr. H. C. Mitchell.	3		Carbondale
49	Krysher, Alice / Mrs. W. H. Livingston.	4		Pana
50	Mead, Albert E.....	1	Lawyer	Blaine, Wash.
51	Parkinson, Arthur E.**		Agent	Chicago
52	Stewart, Henry A.**...		Physician	Chicago
53	Wood, John W.....	17	Principal	Floresville, Tex.

1883.

54	Alexander, F. M.....	2	Minister	Ottawa, Kan.
55	Bain, Wm. B.**.....		Merchant	Vienna
56	Bryden, Margaret / Mrs. J. N. Fitch.....	9		Cobden
57	Buckley, Alice M..... / Mrs. F. M. Alexander..	2		Ottawa, Kan.
58	Fager, Daniel B.....	16		Mt. Vernon
59	Houts, Lilly M.....	4	Stenographer	Chicago
60	Kimmell, Belle	4		Elkville
61	Martin, John	8	Physician	Tolono
62	Nave, Della A..... / Mrs. P. E. Hileman..	4		Jonesboro
63	Sprecher, Edgar L.*...	5		

1884.

64	Aikman, Fannie A.*... / Mrs. D. L. Kimmell....			
65	Beesley, Alicia	3		Linn
66	Buchanan, Clara / Mrs. H. C. Merrymon..	2		Evansville, Ind.
67	Buchanan, G. V.....	18	City Superintendent	Sedalia, Mo.
68	Buchanan, Mary	9		Carbondale
69	Burket, Anna L.....	2		Carbondale
70	Cawthorn, Chris C....	6		Crab Orchard
71	Duff, Mary B.*.....	1		
72	Gill, Joseph B.**.....			San Bernardino, Cal.
73	Hendee, LuBird	7		Fairmount, Neb.

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**Paid tuition.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
74	Hileman, Philetus E...		Lawyer	Jonesboro
75	Jenkins, John H.....	16	Supt. Schools	Badajos, P. I.
76	Lightfoot, Richard T..	2	State's Attorney	Paducah, Ky.
77	Ridenhower, Carrie*...	4		
	Mrs. J. L. Mount.....			
78	Thomas, Maud*.....			
79	Treat, Chas. W.....	16	Prof. Nat. Sci. Lawrence Univ.,	Appleton, Wis.

1885.

80	Bryden, Helen**.....	15		Clinton
81	Buckley, Ida M.....	1		Beatrice, Neb.
	Mrs. G. W. Warner....			
82	Dunaway, Ada L.**...			Carbondale
	Mrs. A. S. Caldwell....			
83	Fringer, William R....	1	Physician	Rockford
84	Hull, Gertrude**.....	7	History Teacher High School	Milwaukee, Wis.
85	Lacey, Rurie O.....	1	Physician	Lake City, Colo.
86	Lancaster, Tilman A...	3	Lawyer	Lexington, Tenn.
87	Miller, John E.....	15	Principal	East St. Louis
88	Robarts, Mary A.....	8		Carbondale
	Mrs. M. H. Ogden.....			
89	Thomas, Kate.....	5		Murphysboro
	Mrs. D. L. Chapman...			

1886.

90	Allen, Sarah	14	Prin. High School	Carbondale
	Mrs. J. D. Crenshaw..			
91	Barber, Florence M....	2		Olathe, Kan.
	Mrs. W. M. Boyd.....			
92	Brown, Adelia A.....	9		Elizaville, Ind.
	Mrs. J. O. Ashenhurst.			
93	Fryar, Minnie J.....	8	Librarian S. I. N. U.	Carbondale
94	Fulton, Alexander H...	13	Mem. Board Exam	Mesa, Ariz.
95	Hord, Kittie E.....	10		Portland, Ore.
	Mrs. C. M. Morgan....			
96	Hundley, Louella*.....	8		
	Mrs. J. H. Andrews....			
97	Kennedy, Maggie	4		Mexico City, Mexico
98	Loomis, Carrie I.....	1		Thompsonville
	Mrs. M. C. McCreery..			
99	McAnally, Fannie D...	1		Mt. Vernon
	Mrs. D. B. Fager.....			
100	Nichols, Louella	8		Edwardsville
	Mrs. J. G. Irwin			
101	Storment, Edgar L.*...	11		
102	Williams, Cora	2		Pomona, Cal.
	Mrs. R. W. Wiley.....			

*Deceased.
**Paid tuition.

1887.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
103	Allen, Robert M.**		Ry. Pass. Agent	St. Louis, Mo.
104	Blair, Carrie*			
105	Bryden, Rockwell**		Postal Clerk	Carbondale
106	Campbell, H. M.**		Clerk	Chicago
107	Cleland, Clara B.	1		Wheeling
	Mrs. Strong			
108	Cleland, May	4	Trained Nurse	Chicago
109	Cowan, David J	8	Lawyer	Vienna
110	Glick, Albion Z	2	Agent	Carbondale
111	Goodall, Samuel H	2	Lawyer	Marion
112	Harmon, Mark D	4		Grayville
113	Hawkins, Cicero R		State's Attorney	Pinckneyville
114	Hewett, Emma L.	3		Hickman, Ky.
	Mrs. W. H. Baltzer			
115	Hill, Mary A.	6		Cartter
	Mrs. E. L. Storment			
116	Hundley, Nannie	12		Marion
117	Johnston, Lewis E	1	Lawyer	Keysport
118	Kirkpatrick, James H.	9		Custer, Wash.
119	Lawrence, Bertha	14		Tipton, Iowa
120	McMackin, Edward G.	2	Dentist	Salem
121	Phillips, Louise E	2		Chicago
122	Ripley, Charles H		Lawyer	Chicago
123	Scott, Luther T	1	Printer	East St. Louis
124	Searing, Harry R		Loan Agent	Carbondale
125	Sebastian, Julia A	13		St. Louis, Mo.
126	Smith, Seva A.			Denver, Colo.
	Mrs. G. S. Hoag	13		Chicago
127	Snyder, Lydia E			
128	Tait, Minnie A.			Chicago
	Mrs. C. H. Ripley			
129	Turner, George T	2	County Judge	Vandalia
130	Wham, Steuben D	2	Farmer	Cartter

1888.

131	Baumberger, Louise	8		Studying in Germany
	Mrs. S. M. Inglis			
132	Briback, Catherine	8		Cairo
	Mrs. Hans Johnson			
133	Hall, William H	5	Bus. Mngr. Lewis Institute	Chicago
134	Hickam, Ada	4		Beechwood
	Mrs. G. W. Wood			
135	Johnson, Callie	1		Springfield
	Mrs. Dr. Wm A. Young			
136	Leary, Mary E	14	Deaf and Dumb Institute, Council	Bluffs, Iowa
137	Lindsay, David W	10	Principal	Los Banos, Cal.
138	Morgan, Charles M	1	Bradstreet Agency	Portland, Ore.
139	Reef, William A.**	1	City Stenographer	Denver, Colo.
140	Richards, Kate E.*	2		
	Mrs. W. A. Stuart			
141	Street, Jasper N	14		Poplar Bluff, Mo.

*Deceased.
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	NAME.	YEARS.	OCCUPATION.	ADDRESS.
142	Trobaugh, Frank E.*	1		
143	Wham, Maggie E..... Mrs. Louis Hurst.....	11		Deland

1889.

144	Allyn, Lois A..... Mrs. D. L. Mason.....	4		Winchendon, Mass.
145	Bridges, Mary E..... Mrs. D. L. Malone.....			Sikeston, Mo.
146	Colyer, Frank H.....	11	Dept. of Geog. and History, S. I.	N. U., Carbondale
147	Kimzey, Walter R.....	12	County Superintendent.....	Tamaroa
148	McMeen, John D.....	12	Superintendent.....	Casey
149	Parkinson, J. M.....	10		Sandoval
150	Parks, Elizabeth Mrs. Lucius D. Skinner	8⅓		DuQuoin
151	Wallis, William	9	Traveling Salesman.....	Charleston

1890.

152	Bain, John Charles....		Lawyer	Chicago
153	Hackney, Kate G..... Mrs. F. O. Rogers.....	3		Waggoner
154	Hull, Bertha **..... Mrs. Webster Warren..	5		Cedar Rapids, Iowa
155	Kellar, Kent E.....	3	Lawyer.....	St. Louis
156	Lansden, Mary G.**...	12		Chicago
157	Ramsey, Joseph E.....	12	County Superintendent..	Mt. Carmel
158	Sams, Fountain F.....	2	Principal.....	East St. Louis
159	Smith, Mabel*.....			
160	Storment, John C.....	12	Principal.....	Pomona, Cal.
161	Torrance, Ann Eliza...	8		Salem
162	Van Cleave, Martin T..	11	Supt. Schools.....	Shawneetown

1891.

163	Alexander, Anna R....	11		Harvey
164	Beman, George W.....	1	Clerk	Chicago
165	Blanchard, Guy	1	Merchant	Tamaroa
166	Boyd, Frank L.....	10	Supt, of Schools.....	Boulder, Colo.
167	Burkett, Grace L.....	5		Carbondale
168	Clark, Lulu	11	High School	East St. Louis
169	Freeman, James A.....	11	Supt. of Schools.....	Trenton
170	Hill, Mary E.*.....	3		
171	Holden, Emma Mrs. H. A. Ross.....	3		St. Louis, Mo.
172	Hord, Addie	8		
173	Lawrence, J. H.....	9	Prof. Park College..	Parksville, Mo.
174	Loomis, Lydia M.....	5		N. Belvidere
175	Peebles, Lizzie S.....	11	County Supt.....	Stanford, Mont.
176	Snyder, Arthur J.....	11	Superintendent	North Belvidere
177	Sprecher, Theo. M.....	5		Crittenden, Ariz.
178	Steele, Robert E.....	1	Physician	Lehi, Utah
179	Stern, Lewis	11	Supt.....	Butterfield, Minn.
180	Whitney, William**....	2	R. R. Mail Service.....	Carbondale

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1892.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
181	Ayer, Phillip S.....	6	Physician.....	Bartlesville, I. T.
182	Barr, Jessie Gleim.....	6		Lehi, Utah
	Mrs. Dr. Robert Steel.			
183	Bliss, Anson Lee.....	7	Superintendent.....	Anna
184	Buckley, Elizabeth	1		Carbondale
	Mrs. O. J. Rude.....			
185	Bundy, Joseph B.....	6	Manager Tel Ex.....	Carbondale
186	Cochran, William P...	3	Editor, P. M.....	Marble Falls, Tex.
187	Davis, Mary E.....	1		N. Belvidere
	Mrs. A. J. Snyder.....			
188	Emerson, John W.....	10	Asst. Postmaster..	Canon City, Colo.
189	Galbraith, Chas. M....		Physician.....	Carbondale
190	Kimmel, E. Lee.....	7		Inman
	Mrs. Guy Hick.....			
191	Kimmel, Ruby I.....	10		East St. Louis
192	Lawrence, Blanche	10		Highland Park, Chicago
193	Lindley, John Wm....	2	Lawyer.....	Sullivan, Ind.
194	Lirely, Wm. H.....	2	Signal Service.....	Indianapolis
195	Morton, Ralph B.....	2	Lawyer	Carterville
196	Nichols, John B.....	10		Santa Anna, Cal.
197	Patten, Arthur E.**...		Salesman	Chicago
198	Peterson, Grant	4		Carterville
199	Ragsdale, Joseph S....	8	President Ky. Western Normal, ...	Lone Oak, Ky.
200	Wallis, Mary	6	High School.....	East St. Louis
201	Wham, Agnes G.....	5		Deland
	Mrs. James Reed.....			
202	Wham, Dora A.....	2		Pyatt
	Mrs. John Pyatt.....			

1893.

203	Brown, Robert	8	Principal.....	Joplin, Mo.
204	Clendennen, Geo. E....	9	Principal.....	Illiopolis
205	Curtis, Sarah L.....	7		Paris
	Mrs. Frank L. Moss...			
206	Davis, Charles H.....	1	Minister....	Kampsville
207	Glenn, Wm. T.....	8		Belleville
208	Henninger, Jennie	5		Hagarstown
209	Hubbard, Mary E.....	5		Greenville
	Mrs. Frank Watson....			
210	Hubbard, Samuel A....	2	Lawyer.....	Mt. Sterling
211	Kell, Omer Adrian.....	1	Physician	Danvers
212	Lingenfelter, Sarah ...	1	Supt. Deaconess Home.....	Chicago
213	Moore, Jack N.....	6	Lawyer.....	Corning, Ark.
214	Renfro, Robert E.....		Real Estate and Loan Agent, ...	Carbondale
215	Rude, Otto J.....	8	Traveling Salesman.....	Carbondale
216	Songer, Mary E.....	6		Kinmundy
217	Stout, Charles L.*.....	1		
218	Whittenburg, Sarah ...	9	County Superintendent.....	Vienna
219	Woodson, Myrtle F....	8	Music Teacher.....	Nevada, Mo.

*Deceased.
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1894.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
220	Applegath, John L.	4	Farmer	Herrin
221	Applegath, May A. / Mrs. Arthur Wiswell.	4		Carbondale
222	Chandler, Larkin C.	5	Music Teacher	Litchfield
223	Burge, Lloyd E.	3		Texas
224	Cochran, Maud O.	4	Music Teacher.	Cape Girardeau, Mo.
225	Dougherty, Andrew J.		Lieut. Regular Army, Philippine	Islands
226	Ellis, Jacob T.	8	Supt. Practice School, Training Teacher, S.I.N.U.	Carbondale
227	Felts, William Troy.	8	Instructor Mathematics, S. I. N. U.	Carbondale
228	Hodge, Jennie / Mrs. W. T. Felts.	2		Carbondale
229	Jenkins, Harriet E.	6	High School	Murphysboro
230	Jay, Norman A.	7		Steeleville
231	Kell, Iva Lucy	7		Foxville
232	Kell, Lincoln S.		Lumber Dealer	Chicago
233	Kakin, Edwin F.	3		Rochester
234	Longbons, Edward	8	Superintendent	Metropolis
235	Mohlenbrock, Eric*	1		
236	Ogle, Howard J.**		Electrical Engineer	Belleville
237	Phillips, Myrtle K. / Mrs. H. Z. Zuck			Carbondale
238	Pugh, Charles H.	5	Agent for Werner Co.	Denver, Colo.
239	Ramsey, Estelle / Mrs. J. Rufus Beard.	3		Louisville
240	Smith, Edgar A.		Physician	Chicago
241	Williams, Arthur E.	6		Oakdale

1895.

242	Anderson, Margaret.	7		Carbondale
243	Baker, Rhoda May** / Mrs. Geo. L. Roberts.	2		Corinth
244	Barton, Josie M. / Mrs. Fred Goodnow.	2		Salem
245	Baughman, Ola / Mrs. G. H. Bainum.			Flora
246	Bennett, Francis W.**	6		Cairo
247	Davidson, Mary / Mrs. J. T. Taylor.			Greenville
248	Ferrill, Minnie	7	Asst. in High School	Benton
249	Ferrell, Nora	3		Carterville
250	Haney, Thomas J.	6	Principal	Dawson
251	Jones, David Oscar.	7	Principal High School	Chester
252	Kell, Albert Baker.	4		Salem
253	Lee, Homer Dalton.	3	Mail Service	Carbondale
254	Nichols, Cora E. / Mrs. D. O. Jones.	1		Chester
255	Patterson, John E.	7	High School	Evansville, Ind.
256	Roane, Emma H.	7	High School	Mt. Vernon
257	Snider, Fred M.		Merchant	Carbondale
258	Sowell, Myrtle I.	3		Paducah, Ky.

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	NAME.	YEARS.	OCCUPATION.	ADDRESS.
259	Williams, Charles J.§		R. R. Clerk	Sparta
260	Yourex, Mabel Clare	7	Principal	Calumet, Mich.
	1896.			
261	Boomer, Cincinnatus	6		New Grand Chain
262	Crane, Ezra	2	R. R. Mail Service	Tamaroa
263	Cundiff, Viola V. Mrs.Dr.J.J.Rendleman	2		Cairo
264	Edman, Mate	4		Charleston
265	Etherton, Guy E.		Minister	Kansas City, Mo.
266	Flint, Minnie Ruth	3		Salem
267	Gilbert, John Philo	4	Principal High School	Olney
268	Harker, Oliver A.§		Asst. Bank Cashier	Carbondale
269	Hobbs, Matilda J. Mrs. Fred M. Snyder	2		Carbondale
270	Karraker, Ira O.	2	Bank Cashier	Jonesboro
271	McCormick, George	6		London Mills
272	McGahey, Leah C.	6		Olney
273	Perrot, Richard H.	5		
274	Peters, Mabel K.	6	Asst. in High School, S. I. N. U.	Carbondale
275	Roberts, George L.§		Merchant	Corinth
276	Robinson, Samuel T.	6	Superintendent	Hillsboro
277	Royal, Stella Ethel Mrs. Frank Moore	1		Villa Ridge
278	Spiller, Adelbert L.		City Attorney	Carbondale
279	Taylor, Oscar T.		Farmer	McClure
280	Thompson, Bessie M. Mrs Paul Milner			Carbondale
281	Thompson, Ralph§			Carbondale
282	Truscott, Laura M.	5	High School	White Hall
283	Wham, George D.	6	Superintendent	Olney
	1897.			
284	Amon, Bertram*	1		
285	Barter, Rachel Jane	5		Mt. Carmel
286	Berkey, Helen Lucile Mrs. John Kennedy	4		Murphysboro
287	Boulden, Hattie Anna	4		Fordice, Ark.
288	Bridges, Abbie L. Mrs. John Davis	2		Chicago
289	Bridges, Ella L.	5		Dalton
290	Bridges, Roland E.		Bookkeeper	Chicago
291	Burkhart, Carl		Merchant	Marion
292	Clements, Louis§	1	Student N. W. Univ.	Chicago
293	Crawford, Mary§	5	High School	Jonesboro
294	Cross, Arthur G.	2	Railway Service	St. Louis
295	Etherton, William A.	2	Student Univ. of Ill.	Champaign
296	Hayes, May Kenney		Student in Art Institute	Chicago
297	Kirk, Jay T.	3		Larose
298	Kissinger, Uriah	5		Elkhart
299	Marberry, William T.	4	President Crab Orchard Seminary	
300	McAnally, Jessie Frank	4	Minister	Kenney
301	McKown, James Edgar.	5	Principal High School	Paxton

*Deceased.
**Paid tuition.
§High School.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
302	Parkinson, Daniel M.**		Mngr. Tel. Exch.	Carbondale
303	Peters, Helen N.		Student of Music	Chicago
304	Phillips, Lucy Haven.	4	Music Teacher	Tempé, Ariz.
305	Pickerell, Per	5	Librarian State Normal School,	Iowa
306	Reef, Edmund W.		Postal Clerk	Carbondale
307	Roberts, Arthur	2	Superintendent	Golconda
308	Roe, Nellie	3		Ava
309	Stewart, Ellen	4		Carbondale
310	Weller, Nellie	3	Clerk Interior Department,	Washington, D. C.
311	White, Maud	5		Carbondale
312	Woods, William H.	3	Ry. Postal Clerk	Lockhart, Tex.

1898.

313	Alvis, Harry J.	4	Superintendent	Mt. Vernon
314	Barnum, J. A.	2		Hartsburg
315	Barrow, James W.	4	Principal High School	Mt. Vernon
316	Boucher, Andrew S.	3	Prin. High School	Edwardsville
317	Buchanan, Nina O.	1		Danville
318	Clements, Robert	1	Medical Student N.W.U.	Chicago
319	Cowan, John F.	1		Carterville
320	Crawshaw, Solomon		Medical Student	St. Louis
321	Fly, Wm. C.	3		Lake Creek
322	Gilbert, Ida M. / Mrs. Maurice Phillips.			Washington, D. C.
323	Huggins, Margaret.	4		Salmon City, Idaho
324	Hypes, Cornelia A.	4		Lexington
325	Jack, Jessie	2		Kinmundy
326	Munger, Robert P.		Bank Cashier	East St. Louis
327	Ozment, Fannie / Mrs. H. W. Reynolds.	1		Decatur
328	Parkinson, Franklin A.		U. S. Land Office,	Muscogee, I. T.
329	Patten, Lucy H. / Mrs. James M. Barrow.	2		Mt. Vernon
330	Perry, Mary Helen.	4		Decatur
331	Quackenbush, Chas. A.	1	Student in Chicago University	
332	Rhodes, Miriam E.	4		Larendo, Texas
333	Shepherd, A. E.	4	Principal	Los Angeles, Cal.
334	Snider, Kate / Mrs. J. W. Miller.			Carbondale
335	Thornton, Edna	4		Sibley
336	Thornton, Nina	3		Osage
337	Toler, William L.	4	Superintendent	Grayville
338	Wilson, Margaret	4		Hillsboro

1899.

339	Blake, Edward L.	3	Superintendent	Grand Tower
340	Brainard, Pearl / Mrs. Albert Bowman.	2		Albion
341	Brainard, Stuart		Transportation Serv.	St. Louis
342	Brewster, Libbie		Student	Kalamazoo, Mich.
343	Cisne, W. G.	3	High School	Fairfield
344	Cowan, James P.	3	Superintendent	Mound City
345	Crawford, J. E.	3		Sulphur Rock College, Ark.

*Deceased.
**Paid tuition.

	NAME.	YEARS.	OCCUPATION.	ADDRESS.
346	Etherton, James M....			Carbondale
347	Grove, Bessie L.....	3		Akron, Ohio
348	Haldaman, Margaret...			Decatur
349	Harris, W. O.....	3		Sulphur, Ind. Ter.
350	Hooker, Lulu T.....			Carbondale
351	Karraker, Orville M...	1	Bank Cashier.....	Harrisburg
352	Marchildon, John W...		Student Rush. Med. Col....	Chicago
353	McConaghie, Thomas...		Student Med. Col.....	St. Louis
354	McKittrick, F. D.....	3	Superintendent	McLeansboro
355	Murphy, Wm. Gordon..	3	Prin. Ward School.....	Centralia
356	Palmer, Myrtle Irene..	1		Custer Park
357	Pruett, Charles F.....	1	Com. Merchant.....	Kinmundy
358	Roe, Edith	3		Ava
359	Stewart, Josephine	3	High School	Edwardsville
360	Webkemeyer, Chas. W.	3	Principal.....	Campbell Hill

1900.

361	Besse, Beula	2	Asst. High School	E. Orange, N. J.
362	Boomer, Simeon	2	Principal.....	Tonica
363	Elder, Mary E.....			Carbondale
	Mrs. B. Sanders.....			
364	Fryar, Mary	1		Carbondale
365	Groves, C. Cooper.....	1		Nashville
366	Hartwell, Andrew Duff.			Marion
367	Kell, Ida	2		Centralia
368	Kessler, Harvey L.....	2	Superintendent	Sumner
369	Marberry, J. Oscar	2	Superintendent.....	Cobden
370	McConaghie, Tillie....			Oakdale
	Mrs. William Walker..			
371	McKnelly, Jacob	2	Superintendent	Louisville
372	Plater, M. Ethel		Stenographer	St. Louis
373	Pollock, Clara*.....			
374	Reef, A. J.....		Student State Univ.....	Champaign
375	Robinson, Mattie J....	2	High School	Mt. Vernon
376	Spence, Bertha			Lake Creek
	Mrs. W. C. Fly.....			
377	Stewart, Nora	2		Centralia

1901.

378	Barrow, John V.....	1		Oslob, Cebu, P. I.
379	Brandon, Wm. A.....	1	High School.....	Harrisburg
380	Burton, A. H.....	1		St. Mary's, Idaho
381	Daniel, J. Frank.....	1		Negros, P. I.
382	Davis, A. Clara.....	1		Anna
383	Demmer, John.....	1		Badajos, P. I.
384	Gambill, John M.....	1		Bulacan, P. I.
385	Harper, Owen E.....	1	Superintendent.....	Carbondale
386	Launer, Stella M.....	1		Centralia
387	Schmalhausen, Winifred	1		Olney
388	Skaggs, Wm. Walter...	1	High School.....	Marion
389	Smith, T. B. F.....	1	Superintendent.....	Jonesboro

*Deceased.
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